Year 9-11 Curriculum and options process

2022/23

Curriculum Years 9, 10 and 11

In recognition of the strong progress made by pupils at The Westgate throughout Key Stage 3, we begin our Key Stage 4 curriculum from Year 9. Careful planning of the timetable and options process allows us to increase the range of subjects from which pupils can choose for Year 9, before making a gradual reduction in the number of subjects taken in Year 10 according to the individual's strengths, interests and in consultation with parents and pupils.

The Year 9 curriculum is characterised by broader opportunities for pupils to experience new subjects such as Photography, Media Studies and Sculpture as discrete option subjects. Meanwhile, the great majority of pupils will continue their learning in Humanities, MFL and Arts subjects to ensure a broad and balanced curriculum is experienced. Religious Enquiry is also part of the core curriculum for all pupils in Years 9 and 10.

Where appropriate, some subjects will begin teaching some of the GCSE specification content during Year 9, using the opportunity to broaden pupils' experiences of the subject matter and therefore, enabling a richer learning experience, for example: Latin is part of the English syllabus. This is also the case in Year 9 English, where pupils undertake an extended study for 'Macbeth' (a GCSE text) having already read at least two other Shakespeare plays in Years 7 and 8.

By the end of Year 9, pupils will have a second opportunity to focus their learning as they choose their subjects for examination entry. We expect most pupils to continue with a Language and we strongly encourage pupils to consider a subject in Humanities because alongside a range of other subject disciplines, qualifications in these disciplines are a sound foundation for post-16 learning. The school takes a varied approach to the organisation of teaching groups to ensure that the challenges of learning in different disciplines are effectively met.

Throughout Years 9 to 11, Maths and Science will focus on the GCSE syllabi and a choice of either Double or Triple Sciences. Nearly all pupils will take GCSE English and Literature in our school as part of their core provision. Where pupils have particular interests in music, sport or drama, for example, the school provides ample opportunities for them to pursue their interests even if not taken as an examination subject. We actively promote these opportunities in our school and are keen to celebrate the achievements of our pupils in their participation in these additional learning opportunities. Our thriving extra-curricular music and sports programmes in which a great majority of pupils participate, are a key part of the all-through school provision, facilitating rich learning opportunities where younger and older pupils are working in partnership and learning together.

The Upper School curriculum: a 5-year journey

<table>
<tr><th>Years 7 and 8</th><th>Year 9</th><th>Years 10 and 11</th></tr>
<tr><td rowspan="3">English</td><td rowspan="2">English – including Latin option</td><td>English Language</td></tr>
<tr><td>English Literature</td></tr>
<tr><td colspan="2">Media Studies</td></tr>
<tr><td>Mathematics</td><td colspan="2">Mathematics</td></tr>
<tr><td rowspan="2">Science</td><td rowspan="2">Biology, Chemistry and Physics</td><td>Combined Science</td></tr>
<tr><td>Biology, Chemistry and Physics</td></tr>
<tr><td rowspan="2">Computing</td><td colspan="2">Computer Science</td></tr>
<tr><td>Computing Core</td><td></td></tr>
<tr><td colspan="3">Personal Development and Relationship and Sex Education</td></tr>
<tr><td rowspan="2">PE core</td><td colspan="2">PE core</td></tr>
<tr><td colspan="2">PE</td></tr>
<tr><td>Language –
possibility of second from Year 8</td><td colspan="2">Language – 1 or 2</td></tr>
<tr><td rowspan="3">Humanities
History
Geography
RE</td><td colspan="2">History and/or Geography</td></tr>
<tr><td>RE Core</td><td></td></tr>
<tr><td colspan="2">RE</td></tr>
<tr><td rowspan="5">Arts
Art
Drama
Music</td><td colspan="2">Fine Art</td></tr>
<tr><td colspan="2">Drama</td></tr>
<tr><td colspan="2">Music</td></tr>
<tr><td colspan="2">Photography</td></tr>
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<tr><td rowspan="2">Technology
Food Preparation & Nutrition
Design & Technology</td><td colspan="2">Design Technology</td></tr>
<tr><td colspan="2">Food Preparation and Nutrition</td></tr>
</table>

Subjects in green are part of the optional choices programme

To view the exam board subject information please see the exam board details as listed. These can be found at:

- **AQA** https://www.aqa.org.uk/subjects
- **OCR** https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/
- **EDUQAS** http://www.eduqas.co.uk/qualifications/
- **EDEXCEL** https://qualifications.pearson.com/en/home.html

Overview of the Curriculum

English

The English journey continues with Latin as an additional option for some pupils. The Year 9 curriculum is designed to enrich and broaden pupils' exploration of literature and develop the crafting of their own use of language. We look at Shakespeare from the Spring Term of Year 9 and develop the skills needed for GCSE. In Year 10 the GCSE syllabus begins with all pupils taking English Literature alongside English Language, leading to two separate GCSE grades. The English Department works closely with the Languages team to support the learning of grammar and develop ways of learning vocabulary. English lessons also support the skills of literacy used in other subjects, so that pupils can communicate effectively in spoken and written English.

Mathematics

All pupils take Mathematics; over the 5 years of school pupils will develop their problem-solving skills, fluency and mathematical reasoning. As skills deepen, pupils are given the opportunity to explore the wonder that is available in all different branches of Mathematics. As we move into Year 9, there is more of an emphasis on developing skills to a greater depth, with pupils given the chance to fully explore the application to which their skills can be put, including through other subjects. The toolkit of skills required for the rigour of the CGSE questions are embedded in Year 9 also. Learning is sequenced to support the GCSE numeracy skills needed in other curriculum subjects, for example science, technology, geography, and elements of the KS4 Core Computing curriculum are taught in conjunction with Mathematics. All pupils will gain a single GCSE qualification. There is an option for some very able mathematicians to gain an extra Level 2 Qualification in Further Maths, and this is studied after school as an extracurricular opportunity

Science

All pupils initially undertake the Combined Science (formerly known as Double Science) in Years 9 and 10, alongside a small amount of Separate Science (Triple Science) content. During Year 10, pupils can progress on to the Separate Award pathway where the three Sciences are examined, and awarded, separately. This will involve pupils studying extra content for each subject, and sitting longer exams, to provide the opportunity for pupils to gain separate qualifications in Biology, Chemistry and Physics. Pupils who do not study Biology, Chemistry and Physics separately will continue with the Combined Science course. This will lead to two GCSE grades. Both courses enable pupils to study A-level Science qualifications and beyond.

Languages

Most pupils learn an additional language to GCSE level: it is beneficial for all pupils and has a positive impact not only on cognitive development but as part of wider cultural awareness. Pupils who have started a second language in Year 8 may choose to continue with this as one of their three additional choices. Please note that options are reviewed annually and provision for Year 9 to 10 is, in part, subject to pupil numbers.

Foundation Courses (five additional subjects in Year 9 reducing to three in Year 10)

This part of the curriculum allows pupils to make choices according to their interests and strengths. We have included the following in this part of the curriculum:

1. Geography ***and/or*** History (pupils are also able to select Geography or History as part of their three additional choices)
2. A second Language – Spanish, French, German. Pupils who have taken Latin in Year 9 may also choose to take this as a GCSE option in Years 10 and 11. *In all cases, courses are subject to sufficient pupil numbers.*
3. Three additional choices (see Foundation pages within this booklet).

Please note:

- Computing: we deliver a core provision of computing in Year 9 alongside a GCSE Computer Science option for years 9, 10 and 11.
- Religious Enquiry; core in Year 9 and 10, and also a GCSE option for Years 10 and 11.
- Physical Education: core in Years 9, 10 and 11 with optional GCSE course in addition to core processes.
- Personal Development: Core for all pupils in Years 9 -11.

Careers

Our Careers curriculum intends to:

- To excite and motivate pupils' curiosity about different careers and industries;
- To inspire pupils' aspirations in order to unlock their potential and develop their employability skills;
- To empower pupils to challenge stereotyping and discrimination and other barriers to diversity and equality in further education and careers.

"The best way to predict the future is to create it."

Our Careers Curriculum is delivered through Personal Development sessions in tutor time alongside discrete lessons in Personal Development in Year 7 and 10. Additionally, we have an extracurricular careers curriculum to actively promote links in their subjects to the world of work.

Further detail about our Careers Curriculum and our Careers calendar of events can be found on our website here: www.westgate.hants.sch.uk/careers

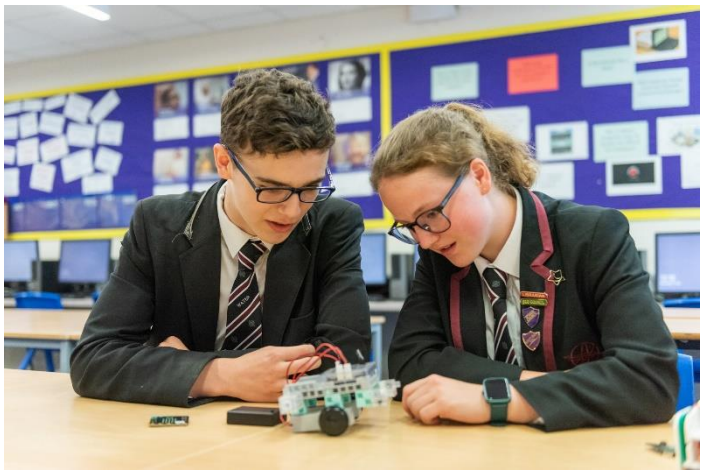
Computing

"Thriving in a digital world"

Our Computing curriculum intends to:

- Develop pupils' understanding of Computer Science, Information Technology and Digital Literacy in order to prepare all pupils to thrive in an increasingly digital world;
- Develop these strands to enable pupils to apply computational thinking to be better problem solvers;
- Enable pupils to be confident users of IT, applying IT effectively to real world situations and to know how they and others can use IT safely

Computer Science has real relevance in our modern world. The course will give an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes". It provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of IT means there is a growing demand for professionals who are qualified in this area.



What will pupils learn in Computer Science?

In Year 9 pupils will be developing programming and coding skills written in the Python language, for which pupils will need to think logically and have a good problem-solving attitude. They will also develop further understanding of some of the key strands such as data representation as well as developing a broader view of the topic with areas such as machine learning & artificial intelligence.

The topics covered in Year 10 and 11 work towards the GCSE syllabus and include:

• Computer Systems including Hardware and Software	• Computer Networks and Cyber Security
• Relational databases and structured query language (SQL)	• Computational logic & problem solving with programming in Python
• Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy	• Fundamentals of Data Representation

Assessment:

- A 2 hour written exam on computational thinking and programming skills. This includes the following elements - code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. 50% of GCSE
- A 1 hour 45min written exam covering Computing Concepts - 50% of GCSE

- Pupils will be given the opportunity to design, write, test and refine programming solutions to problems and challenges using the Python programming language. These solutions are not formally assessed but must be completed in order to gain the GCSE qualification

Course Skills:

Pupils learn theory across all the sections of the Computer Science specification and learn how data is represented within a computer, how to convert between denary, binary and hexadecimal, computer hardware and network topologies. Pupils develop problem solving and decomposition skills and learn how solutions can be represented as algorithms and flowcharts as well as code. Pupils learn how to solve problems by creating python programs using a range of structures and techniques.

Assessment:

Skills are assessed through the completion of working code as well as designated large coding challenges, designed to allow pupils to deliver work high quality solutions to problems.

Exam Board: AQA - 8525

Design and Technology

"Creative solutions for a sustainable future"

Our Design and Technology curriculum intends to:

- inspire and equip pupils with the skills to solve real world problems;
- empower pupils to be creative, innovative, ready to make mistakes and to learn from practical experience;
- provide opportunities for pupils to model proposals through testing and evaluation, to improve our impact on the environment and the world around us.

Course content:

During Year 9 pupils will have greater opportunity to develop their understanding of how designers produce pieces to match a design brief, consider new materials and deepen their understanding of the design process. In Year 10 pupils who choose to continue with our subject will begin the GCSE syllabus.

Year 9 course		
Autumn term	Spring term	Summer term
Focus: Developing precision and accuracy when using wasting processes. **Products:** 3-piece, friction-fit puzzle. Device stand. **Materials**: Timber - Manufactured boards; MDF. Primary sources, stock forms and working properties. Timber finishes. **Design**: Sustainability. Scales of production. Using working orthographic working drawings. Inclusive design challenge - Toothbrush design for specific users. Anthropometrics and ergonomics. **Make**: Wasting processes: Wood joints, quality control and production aids. Practical skills development; improving accuracy. Housings, cutting and shaping irregular shapes. **Evaluate**: Skills audit, development, and next steps for further improvement.	**Focus**: Designing and making products from standard components and processes. **Materials**: Natural timbers. Hardwoods, softwoods, stock forms. Standard components, screws, nuts, washers, rivets, wood screws. **Design**: 3D modelling using corrugated board, using standard components, materials wasting / subtraction processes. Iterative design using 3D card modelling to develop successful design proposals. Produce cutting lists and costing. **Make**: 3D Card mock-up modelling. Using jigs to make standard features. **Evaluate**: 3D models to test ideas and gain feedback to develop and improve ideas.	**Focus**: Develop wasting processes, forming and a wider range of timber jointing methods. **Products:** Wobble-box mini-storage container. Articulated lamp. **Materials:** Manufactured boards: Plywood - Primary source, stock forms, properties and benefits. **Design**: Designing with restrictions standard components, interfacing with other products. **Make**: Wasting and addition processes. Joining materials using mechanical joints. Developing independence and accuracy. Laminating and forming processes. **Evaluate**: What makes comfortable and easy use products fit for purpose?

Year 10 course		
Autumn term	Spring term	Summer term
Materials: Manufactured board - Laser-ply, deforming materials through partial cutting. **Design:** Produce standard components to develop CAD skills, using friction to hold components together using mechanical fixings. Use 'jack-straws' and 'scruffitti' techniques to explore new ideas. Benefits of CAD-CAM for batch production. Extend – Using the two techniques practiced, use these to design a new product to contain a specific item. **Make:** CAD-CAM desk-tidy. CAD-CAM used to make a one piece 'laser-kerfed' device stand. **Evaluate:** Problem-solve and adjust outcomes to develop successful products. **Materials:** Manufactured board – MDF. Standard components and fastenings. **Design:** 3D-Modelling and CAD. Scale. Modify an existing seating stool for a specific client's need. Sketching skills: Recap basics and benefit of rules when developing ideas. **Make:** 3D card modelling, laser cut scale model. Practice test piece: Blind riveting, screws, wood-screws, nuts and washers. **Evaluate:** Ergonome used to test and evaluate ideas. Develop ideas using and iterative process.	**Focus:** Practice NEA project. **Product:** Storage and organisational products for a Year 3 classroom. **Materials**: Timber hardwoods and softwood applications, working properties and material recognition **Design**: Research: Exploring a context, user needs, design brief and specification. Product analysis. Using sketching skills to quickly explore a range of ideas. CAD-CAM skills development. Use working drawings to make standard components. **Make**: 3D modelling develop a design through iterative processes. Laser cut components. **Evaluate**: Existing product analysis, what needs improving? Identify the need for a better product. Test and evaluate and develop design proposals with user feedback.	**Materials**: Sustainable options explore appropriate materials to make products with minimal environmental impact. Combine and incorporate unfamiliar materials in the proposals. **Design**: Analyse mechanical joining methods and ways of joining materials without adhesives. Practise isometric and orthographic skills to communicate final proposals. Use CAD to design at least one component. Technical knowledge skill development and exam technique. **Make**: Model a range of non-bonding methods of joining materials - Aim to join 100% of the components and parts of the product without using adhesive. Use a CAM process to make at least one part of the product **Testing and modelling**: Use various testing methods to develop ideas and final product. **Focus:** June NEA context release. **Design:** NEA project initial AO1 slides. Pupils explore contexts, select and reject contexts, justify decisions, identify clients, explore a range of design opportunities and solutions that meet client requirements. Identify existing solutions for inspiration.

Year 11 course		
Autumn term	Spring term	Summer term
GCSE NEA Contexts **Investigate the design possibilities**: What is the design context? What research can be completed to gather ideas?	**GCSE NEA project** **AO2: Realise design ideas**: Make the product using a wide range of skills and processes **AO3: Evaluate and Test**: Gain feedback throughout the whole design process	**Core content and specialist knowledge** Exam preparation: Revise and practice

Initial concept sketches: Explore some first ideas. Describe initial ideas and possible products that could be made. **AO1: Research and investigation**: Follow **AO1: Specification and Brief**: Clarify the needs and wants of the project. **AO2**: Generate and develop design ideas: Sketch and 3D model to develop some of the 1st ideas to find the most successful ones for the client. How can the design be made sustainably? **Core content and specialist knowledge** Exam preparation: Revise and practice examination papers to support Year 11 practice exam' style assessment.	from the first sketches, 3D models and final design proposal. How well does the product satisfy the design brief? Have all the specification points been successfully delivered? NEA fully completed by half-term. **Core content and specialist knowledge** Exam preparation: Revise and practice examination papers	examination papers

Assessments:

- The course contains assessment during each topic
- Practical and design skills will be assessed in a similar format to the GCSE non-exam assessment task
- The opportunity to complete exam style questions
- The final GCSE assessment: 2 hour written exam – 50% of GCSE and Non-exam assessment; 35-hour iterative design and make task 50% of GCSE.

Exam Board: AQA - 8552

Drama

"Theatre is the art of looking at ourselves"

Our Drama curriculum intends to**:**

- enable pupils to act and perform in different scenarios – presenting themselves with honesty and clarity:
- understand and appreciate the variety of dramatic styles and genre in different cultures and across history;
- enable pupils to be able express themselves confidently and creativity in a range of situations.

Course content:

During the course of Year 9 pupils will develop their practical dramatic skills, develop their understanding of role and genre and improve a greater sense of how to appreciate theatre and play structures.

In Year 10 pupils being their GCSE course and will cover the following aspects:

Component 1: Understanding Drama 40 % of GCSE.

- Knowledge and understanding of drama and theatre.
- Study of Blood Brothers.
- Analysis and evaluation of the work of live theatre makers.

Component 2: Devising Drama (practical) 40% of GCSE

- Process of creating devised drama.
- Performance of devised drama
- Analysis and evaluation of own work.

Assessment:

Component 1 - Written exam is 1 hour and 45 minutes; open book: 80 marks. Section A: multiple choice (4 marks). Section B: four questions on a given extract from the set play chosen (44 marks). Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

Component 2 - Devising log (60 marks); Devised performance (20 marks); 80 marks in total; This component is marked by teachers and moderated by AQA.

Component 3: Texts in Practice (practical) 20 % of GCSE - Performance of two extracts from one play. Free choice of play but it must contrast with the set play chosen for Component 1. Performance of Extract 1 (20 marks) and Extract 2 (20 marks) 40 marks in total.

Exam Board: AQA - 8261

English Literature and Language

"Read like a writer; write like a reader; question like a critic; think like an individual.

At The Westgate School, our English Curriculum intends to:

- instil a passion for literature and a life-long love of reading in pupils and for them to become critical, analytical and evaluative readers of fiction and non-fiction;
- enable pupils to craft language so that they become convincing writers able to communicate their own ideas in writing effectively and creatively;
- ensure that pupils are effective and assured communicators in spoken English.

The English curriculum is taught as an integrated course. However, pupils will be entered for GCSE English Language and Literature as two discrete qualifications

English Language and Literature in Year 9

An Overview of the Course in Year 9

Pupils will develop their skills as critical readers of fiction and non-fiction texts and also become writers, adept at crafting language to suit a range of audiences and purposes. They will also become confident speakers able to express their opinion on a range of challenging ideas.

Course Content:

English language skills are taught in an integrated way, complementing and supporting the English Literature course. Pupils will read a choice of modern fiction, a Shakespeare text, poetry, a range of non-fiction texts including speeches, adverts and autobiographical journals. More confident learners will study Latin as part of their English Curriculum. The addition of Latin provides further enrichment and enhances learners' understanding of language development, with a view to taking the language onto GCSE if they choose to (see page 26 for further details). Other curriculum opportunities such as participating in a Shakespeare workshop, viewing a production or analysing speeches by famous historical figures and politicians broadens pupils' cultural experiences further.

Course Skills:

- Reading skills of inference, analysis and evaluation
- Writing to persuade and argue and develop a distinctive voice
- Writing creative texts including stories and descriptions
- Spoken language presentation skills

Assessment in Year 9:

At the end of every unit, pupils will be assessed on the skills they have been practising that half term as well as receiving regular feedback and next steps for action.

English Language GCSE and English Literature GCSE

Year 10 -11 Course Content:

English Language GCSE

Pupils follow the AQA course for GCSE English Language. Pupils will build on the skills of reading and writing they have been developing throughout their time at The Westgate, but now it will be much more tailored to the demands of the exam. Pupils will continue to develop as critical readers with a focus on the skills of inference, analysis and evaluation and comparison. They will read a range of fiction and non-fiction texts, both contemporary and from the nineteenth century

Assessment:

The English Language GCSE is assessed through two linear exams, both worth 50% of the course:

- Paper 1 Explorations in creative reading and writing
- Paper 2 Writers' Viewpoints and Perspectives

Pupils are given practice GCSE assessments at the end of each unit.

English Literature GCSE

Pupils follow the AQA course for GCSE English Literature. They will read a nineteenth century novel, either: 'The Strange Case of Dr Jekyll and Mr Hyde' by Robert L Stevenson, 'A Christmas Carol', by Charles Dickens or 'Frankenstein', by Mary Shelley. They will also study a modern text: either 'Lord of the Flies' or 'An Inspector Calls' and a range of pre and post 1914 poetry on the theme of Power and Conflict, and 'Macbeth' Please note: texts are subject to change according to exam board review.

Assessment:

The English Literature GCSE is assessed through two linear exams:

- 'Shakespeare and the Nineteenth Century text' worth 40%
- 'Poetry and Modern Texts' worth 60% of the course.

Pupils are given practice GCSE assessments at the end of each unit.

Exam Board: AQA – 8700, 8702

Food Preparation and Nutrition

"Nutrition for a healthy future"

Our Food and Nutrition curriculum intends to:

- Inspire pupils to gain knowledge and practical experience of preparing and making a wide range of creative, innovative, and complex dishes that enable them to make informed and healthy choices about the foods they eat.
- Develop an understanding of the scientific processes that are involved in the processing and preparation of food.
- Empower pupils to become independent learners through practical participation.
- Develop pupils' wider understanding of how food choices are influenced by culture, religion, and impact on the environment.

Course content:

The course provides an opportunity for pupils to prepare a wide variety of different dishes from Britain and abroad. Pupils investigate the functions of different ingredients as well as understand the foods that contribute to a healthy diet. Practical investigations and sensory analyses will also be carried out. In Year 9 pupils have more time to develop their understanding of the need for a balanced diet, in Year 10 they deepen their understanding of food and nutrition and how to apply this when deciding on the food they eat.

The topics covered are:

1. **Food Preparation Skills** – preparing a wide range of interesting and exciting products
2. **Food Nutrition and Health** - how do we ensure that our diet is a healthy one?
3. **Food Choices** - how are we influenced by food from other countries?
4. **Food Provenance** - where does our food come from and how can we make the most of seasonal produce?
5. **Food Safety** – how do we prepare, cook and serve our food ensuring that it is safe to eat?
6. **Food Science** – the chemical functions and physical properties of ingredients

All the above topics are linked to each other, so they should not be treated as separate pieces of information. Where possible this will involve 'learning through making'. Pupils experience putting some of this knowledge into practice.

Assessment:

- At the end of every topic pupils complete a written assessment.
- Pupils regularly review their practical skills by completing a sensory analysis and an evaluation on ~~a~~ dishes made.

Pupils ~~will~~ cover the following topics:

Year 9
Autumn
Healthy Eating - macronutrients and micronutrients; the Eatwell Guide and Dietary Guidelines, and modifying recipes in accordance with these; considerations when planning meals including portion size, dietary related diseases and life stages; Nutritional analysis **Food Science -** selecting appropriate cooking methods; how these methods affect the appearance and palatability of food and caramelisation **Food preparation** - a range of dishes focussing on nutritional content and different life stages; dishes combining cooking methods and sensory analysis **Masterclass –** caramelisation
Spring
British International Cuisine - features and characteristics of cuisines from Britain and other countries; the primary and secondary stages of food production (pasta) **Principles of Food Safet**y - microorganisms and how they can spoil food and make it unsafe to eat; the conditions that microorganisms grow; signs of food spoilage; bacterial contamination. **Food preparation** - a range of dishes focussing on high-risk foods and international and British cuisine and sensory analysis. **Masterclass** - jointing chicken, pasta making
Summer
Principles of Food Safety - buying and storing food; preparing, cooking, and serving food safely including the use of temperature probes. **Afternoon tea project** - research, analysis, time plan and preparing an afternoon tea; the primary and secondary stages of food production (flour and jam). **Food preparation** - a range of dishes focussing on high-risk foods; savoury and sweet afternoon tea products and sensory analysis. **Masterclass** - puff pastry, choux pastry, jam making
Year 10
Autumn
Food Nutrition and Health - macro and micronutrients. Planning meals for different people and different dietary requirements. **Food Preparation** – a variety of products focusing on the functional and chemical properties of different nutrients or the needs of different people or dietary requirements. High level skills are encouraged including piping, pasta making, jointing a chicken, and making puff pastry. **Food Choices -** sensory analysis, different types of sensory analysis. **Food Science** – why do we cook food? How do we cook food? The functional and chemical properties of the different nutrients.
Spring
Food Science – the functional and chemical properties of the different nutrients. **Food Preparation** – a variety of products focusing on the functional and chemical properties of different nutrients and high-risk foods. **Food Science investigation** – practice NEA1 focusing on raising agents. **Food Safety –** food spoilage and how to prevent food poisoning. **Food Choices -** sensory analysis, different types of sensory analysis.
Summer
Food Choice - what influences the food we eat? Seasonal fruit and vegetables. How far does our food travel? Portion sizes, packaging, and marketing influences.

Food Preparation – a variety of products focusing on British and international cuisine and seasonal dishes. Filleting fish and making into fish cakes, fish pie, fish goujons.
Masterclass – fish preparation
Food provenance – food sources, food sustainability and environmental impact, food processing and production.
Food Preparation Investigation – practice NEA2 based around preparing meals for active adults or Mediterranean cuisine

Year 11

Autumn

NEA 1: Science Investigation
The task is set by the AQA exam board. Pupils spend until October half term working on and completing this coursework (10 timed hours) to include food experiment and 1,500-2000 written work (15% of GCSE grade).
NEA 2: Food Preparation Skills
The task is set by the AQA exam board. This coursework is 20 timed hours of work to include a three-hour practical and max 20 sides of written work (35% of GCSE grade). Pupils spend time researching the task and starting to complete a written evidence folder.

Spring

Continuing - NEA 2: Food Preparation Skills
The task is set by the AQA exam board. Pupils continue producing their written evidence folder as well as plan, prepare, cook and serve three dishes selected by themselves. Pupils will have a three-hour practical exam under exam conditions to prepare the dishes they have planned to make and then carry out the relevant sensory, nutritional and costings analyses.
Revision skills and preparation for **written exam (50% of GCSE grade)**

Summer

Revision skills and preparation for **written exam**
This is a 1 hour 45 mins written exam and will focus on all aspects of the course

1. Nutrition and Health
2. Food Science
3. Food Safety
4. Food Choice
5. Food Provenance

Exam Board: AQA – 8585

Fine Art

"Art is not what you see but what you make others see"

Our Art curriculum intends to:

- develop intuition, reasoning, imagination, and dexterity into unique forms of expression and communication;
- develop an appreciation of the aesthetic nature of the world around us;
- critically evaluate the way cultures are represented through their arts and celebrate diversity.

Course content:

During Year 9 pupils will develop their painting and drawing skills and explore printmaking. These foundation skills will help pupils in preparation for the full GCSE course which begins in Year 10.

Course skills:

- Pupils will be expected to demonstrate skills and techniques in the context of their chosen area(s) of learning within Fine Art
- making appropriate use of colour, line, tone, texture, shape and form
- using different approaches to recording images, such as, observation, analysis, expression and imagination
- showing in their work an understanding of the conventions of representational and abstract/ non-representational imagery and genres
- investigating different ways of working, as appropriate to their chosen area(s) of learning within Fine Art
- providing evidence of an understanding of spatial qualities, composition, rhythm, scale and structure

Knowledge and Understanding:

Pupils will gain knowledge and understanding of:

- how ideas, feelings and meanings are conveyed in images, artefacts and products in their chosen area(s) of learning within Fine Art
- a range of art, craft and design processes in two and/or three-dimensions, traditional, new media and technologies
- how images, artefacts and products relate to their social, historical, vocational and cultural contexts
- a variety of approaches, methods and intentions of contemporary and historical artists, craftspeople and designers from different cultures and their contribution to continuity and change in society in their chosen areas(s) of learning within Fine Art
- a working vocabulary and knowledge of specialist terms relevant to their chosen area(s) of learning within Fine Art.

Exam Board: AQA – 8202

Geography

"Inspiring awe and wonder in the world around us"

Our Geography Curriculum intends to:

- inspire pupils to develop curiosity and fascination about our world through challenging stereotypes, celebrating diversity, and exploring current global issues.
- equip pupils with knowledge about diverse places, people, and resources in order to give a greater understanding of human and physical processes, alongside our need for a sustainable future.
- provide pupils with a range of geographical skills in order to facilitate a greater understanding of places both local and global.

Year 9 course content:

In Year 9, we develop the skills, knowledge and understanding of the subject, building on what pupils learned in Years 7 and 8.

Autumn term

- Fieldwork skills- Pupils will learn about the process of a geographical enquiry and have the opportunity to conduct their own investigation on the effect of retail in Winchester.
- Population change and management- This topic focuses on how populations are changing worldwide, the issues which arise as a result and how it can be managed.

Spring term

- Ecosystems- Pupils will learn about the distribution of ecosystems around the world. There will be specific case studies focussing on the challenges, opportunities and management of the tropical rainforest and cold environments.

Summer term

- Resource management- Pupils will investigate how water, food and energy are being managed in the UK. There will also be a specific focus on how food is being managed around the world and how we are to meet global demands for food in the 21st century.

Year 10 and 11 course content:

Pupils will be following the AQA GCSE Geography course which will cover the following topics:

Paper 1: Living with the Physical Environment
Section A: The challenge of natural hazards- pupils will gain a deeper understanding of tectonic and climatic hazards, climate change and weather hazards in the UK.
Section B: The Living World- pupils will consider the key characteristics of ecosystems around the world, with a more in-depth study of cold environments.
Section C: Physical Landscapes in the UK- pupils will learn about the physical and human processes which impact fluvial and coastal environments in the UK

Paper 2: Challenges in the Human Environment
Section A: Urban issues and Challenges- pupils will gain an insight into the opportunities and challenges which face urban environments in the context of a newly emerging economy and a high income country.
Section B: The Changing Economic World- pupils will explore how economies evolve and change over time, with a particular focus on the economies of Nigeria and the UK.
Section C: The Challenge of Resource Management- pupils will develop an understanding of how resources are managed both in the UK and the wider world, with a particular focus on the management of food.

Paper 3: Geographical Applications
Section A: Issue Evaluation- pupils will have to evaluate and analyse the challenges, impacts and management of a geographical issue. The topic will be provided in the form of a pre-release booklet 12 weeks prior to the exam.
Section B: Fieldwork- pupils will have the opportunity to complete fieldwork in an urban and rural setting.

Assessment:

- After each unit of work there will be a summative assessment, using GCSE practice questions.
- During lessons and home learning tasks, pupils will be assessed through a range of key marking points which will focus on different skills such as writing longer mark answers,

Exam Board: AQA - 8035

History

"Reconstructing the lives and stories of the past to make sense of the present"

Our History Curriculum intends to:

- inspire pupils to become curious about the past and equip them to ask perceptive questions, think critically, evaluate arguments, and develop perspective and judgement;
- enable pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world;
- help pupils to understand the complexity of people's lives, the process of change and the diversity of societies, as well as exploring their own identity and the challenges of their time.

Year 9 course content:

The First World War:
This is a study of the First World War from 1890-1918. It is an important unit which gives pupils the context of a changing world at the end of the 19th century and into the beginning of the 20th century. In it we explore the causes of WWI, what we can learn from trench sources and the problems of trying to reconstruct trench life, and how interpretations of the WWI generals like Sir Douglas Haig have changed and why.

The Russian Revolution:
This is an enquiry into how the Bolsheviks in Russia managed to overthrow one of the oldest regimes in Europe and how it transformed Russian society. This is a vital study to understand later 20th century events that we study in Year 9, 10 and 11.

The Inter-War Years
The Interwar Years 1918-39 helps pupils to see how the world tried to rebuild itself after WWI and how war still came along 21 years later in 1939. In these enquiries the pupils will study how dictators rose, why international organisations failed and how WWII broke out.

The Post-WWII World:
The world from 1945 to the present can help to explain our own world. We will explore themes such as the Cold War, communism, terrorism and integration around the world.

Medicine Through Time:
A thematic exploration looking at where our current understanding of health and medicine has come from, the forces which developed our knowledge and where we see changes and continuities in how humans have dealt with blood, guts, and sickness over 4,000 years.

Year 10 course content (GCSE Starts):

Britain, Migration, Empires and the People: A Thematic British Study
This topic allows pupils to explore the theme of migration in British History over a thousand years. The History of Migration is crucial to understanding Britain today and providing context to British issues today and will truly help pupils to become global citizens. From the Vikings to the EU, what makes Britain what it is?

Restoration Britain, 1660-1685, a British Depth Study.
This topic enables pupils to study a British topic in depth around the extravagant reign of King Charles II. We eek to understand this transition from Britain as an ancient kingdom into the modern country we have today. Charles II has gone down in History as a party animal, but is there more this monarch and his crazy kingdom than meets the eye?
A study of the historic environment. The study of the historic environment focuses on a particular site in its historical context and enables pupils to study the relationship between a place and historical events.

Year 11 course content:

Germany 1890-1945, a non-British Period study.
This topic enables pupils to explore Germany as it grew as an empire at the end of the 19th century, collapsed during WWI, rose as the most democratic country in the world but ultimately fell to Nazism under Hitler. How did all this happen and how did it change the lives of ordinary Germans? These questions are always at the forefront of our enquiries into this topic. Nazi Germany enables pupils to see the vulnerabilities of democracy.

Conflict & Tension, 1918-1939, Wider World Depth Study
This study allows pupils to gain a better understanding of the modern world through looking at a period of conflict and tension. We will look at how the peace made after WWI shaped the 20th century? Was the League of Nations any good at stopping wars? Was Hitler solely to blame for the outbreak of WWII? These questions help pupils to understand global politics and society.

Fieldwork:

Ypres Salient – WWI Battlefield: Explore one of the deadliest battlefields in military history. Discover how the landscape shaped the fighting and how the men who lived, fought and died there have lef their mark and how we can understand them as humans in a challenging time.

Winchester Migration Walk: In Year 10 we will help develop our pupils' local historical knowledge by making them experts on how migration has affected Winchester over time and make links to the course we study on Migration & Empire over time.

Berlin: We will also be taking a small group of pupils, when they are in Year 11, to Berlin. A great, European city to explore the History of Germany through the city environment. Pupils embed themselves in the city by being part of the transport network and feeling like a real Berlin citizen.

Over the course there will be regular assessments to test acquired skills. The History GCSE has two exams at the end of Year 11. Both exams are worth 50% of the course mark.

Paper 1: Understanding the modern world	**Germany 1890-1945** **Conflict and Tension 1918-39**
Paper 2: Shaping the nation	**Britain: Migration, Empires and the People 790-2020** **Restoration Britain, 1660-85 (inc. Historic Environment**

Exam Board: AQA – 8145

Languages

"Becoming an active communicator in the world's global village."

Our Languages Curriculum intends to:

- broaden pupils' horizons by developing a passion for other languages and cultures and recognise the additional career opportunities open to people who speak an additional language;
- ensure that every pupil is encouraged and supported to study a language for GCSE;
- enable pupils to become active learners of language by developing the skills to communicate in speaking and writing in their target language.

Overview of the Course:

The learning of a language encourages respect for other people; it fosters an understanding of the interrelation of language and human nature. Studying any foreign language will broaden minds and give pupils a better insight into the world around us. It will encourage empathy as an individual. It demonstrates openness to society and an ability to communicate with others on all levels. The learning of a language supports an appreciation of cultural diversity.

Pupils will continue to study the language they have learnt at Westgate since Year 7. Some pupils choose to continue with a second language. German will also be offered as a GCSE starting in Year 9 (dependant on pupil numbers). Several trips run throughout the year to complement the learning of languages and broaden pupils' cultural experiences.

Course Skills:

The course develops the skills of speaking, listening, reading, and writing all the target languages. Pupils will also be exposed to cultural texts, as well as opportunities to write their own work.

Course content in Year 9:	Course content in Year 10 and 11
Identity and culture	Life at school
Home, town, neighbourhood	Travel and tourism
Shopping	Current and future study and employment
School	Marriage / partnership
Environment	Social media
	Mobile technology
	Global issues and the environment

Assessment:

A written exam which will include two short essays (90 & 150 words) and a translation from English to the target language – 25%. A reading paper with texts in the target language and the questions to be answered in English in the first section and the target language in the second. A translation from the target language to English – 25%. A listening exam with answers in English and the target language – 25%. An oral exam to include the description of a photo, roles play and a general conversation – 25%

Exam Board: AQA – 8658, 8668, 8698

Latin

"Instilling a rich understanding of the Latin language and an enthusiastic appreciation for the Classical civilisations"

Our Latin Curriculum intends to:

- enable pupils to understand the significant influence Roman culture had on European society and languages and especially English;
- enable pupils to explore the etymology of the English language and its significant links to Latin, and broaden pupils' use of English academic vocabulary;
- enable pupils to gain knowledge and understanding of the Roman world through reading and responding to its literature.

The Year 9 Course

In Year 9, pupils will meet a new family in Pompeii in 79AD and read about life before the eruption of Mount Vesuvius. Pupils will develop language skills and build up knowledge of Roman life.

Reading dialogues in Latin and impromptu role plays are vital parts of the course, as are learning grammar and vocabulary.

Course content in Year 10 and 11

Pupils will build on the foundation they have built in their knowledge of the Latin language and their knowledge of Roman civilisation and begin the GCSE syllabus: Eduqas.

Topics will include details of Roman civilisation such as:

Roman family life
Daily routines for Romans
Slaves, freed- slaves and patronages
Shops, businesses and streets
Women's role in Roman society
Love and Marriage

The Literature component will include the study and analysis of seven Latin texts on the theme of Love and Mariage.

How will this be assessed in GCSE?

The GCSE examination in Year 11 will consist of 1 Language paper (50%), 1 Literature paper (30%) and 1 Roman Civilisation paper (20%). **Please note:** The option to take Latin in Years 10 and 11 will be dependent on pupil numbers therefore, it is offered as an extension and deepening of the English curriculum in Year 9 so that pupils are able to choose other GCSE subjects should it not be possible to offer at GCSE level. **Exam Board: (Eduqas) – C990PB**

Mathematics

"Developing skilful, systematic problem solvers for life"

Our Maths curriculum intends to:

- cultivate a deep understanding and an enjoyment of the subject through a rich, problem solving-based curriculum which nurtures pupils' love of Mathematics;
- systematically acquire core mathematical facts, concepts, methods, and strategies to become proficient in mathematics
- provide opportunities for applying abstract concepts to real world situations in order to develop creative and effective thinkers.

Course content:

Over the 5 years of school pupils will develop their problem-solving skills, fluency and mathematical reasoning. As skills deepen, pupils are given the opportunity to explore the wonder that is available in all different branches of Mathematics. Specific topics covered are varied but will include various lines of enquiry. As we move into Year 9 there is more of an emphasis on developing skills to a greater depth in Mathematics and building the toolkit of skills required for the rigour of the GCSE course. Pupils will be taught how their mathematical skills can be used in other subjects – such as Science and Geography – as well as within their personal lives (such as managing personal finances) and future career pathways.

Pupils will:

1. Develop a deep understanding of place value, with an ability to calculate increasingly complex problems and cross curricular awareness of number in society.
2. Develop a deep understanding of how to use algebra effectively to help in the solving of problems.
3. Use a range of problem-solving skills to approach ratio and proportion problems.
4. Use geometrical properties to solve problems leading to proof using theorems and prior geometrical information.
5. Represent and interpret data in a variety of ways including the use of probability.

Assessment:

Continual formative Assessment for Learning is carried out by the classroom teacher. There are also formal summative assessments at key points throughout the year. Class teachers may also give class tests on three or more topics to ensure recall and application of the concepts delivered. There are three examination papers, P1 Non-calculator, P2 Calculator, P3 Calculator. All papers are 1 hour and 30 minutes. The examination board is Edexcel.

Exam Board: Edexcel/Pearson -1MA GCSE

Year 9 Curriculum

Term 1	Term 2	Term 3
1 Number	**3 Interpreting and representing data**	**6 Graphs**
1.1 Number problems and reasoning	3.1 Statistical diagrams 1	6.1&2 Linear graphs
1.2 Place value and estimating	3.2 Time series	6.3 Graphing rates of change
1.3 HCF and LCM	3.3 Scatter graphs	6.4 Real-life graphs
1.4 Calculating with powers (indices)	3.4 Line of best fit	6.5 Line segments
1.5 Zero, negative and fractional indices	3.5 Averages and range	6.6 Quadratic graphs
1.6 Powers of 10 and standard form	3.6 Statistical diagrams 2	6.7 Cubic and reciprocal graphs
1.7 Surds	**4 Fractions, ratio and percentages**	6.8 More graphs
	4.1 Fractions	**7 Area and volume**
2 Algebra	4.2 Ratios	7.1 Perimeter and area
2.1 Algebraic indices	4.3 Ratio and proportion	7.2 Units and accuracy
2.2 Expanding and factorising	4.4 Percentages	7.3 Prisms
2.3 Equations	4.5 Fractions, decimals and percentages	7.4 Circles
2.4 Formulae	**5 Angles and trigonometry**	7.5 Sectors of circles
2.5 Linear sequences	5.1 Angle properties of triangles and quadrilaterals	7.6 Cylinders and spheres
2.6 Non-linear sequences	5.2 Interior angles of a polygon	7.7 Pyramids and cones
2.7 More expanding and factorising	5.3 Exterior angles of a polygon	**8 Transformations and constructions**
	5.4 & 5 Pythagoras' theorem 1	8.1 3D solids
	5.6 & 7 Trigonometry 1	8.2 Reflection and rotation
		8.3 Enlargement
		8.4 Transformations and combinations of transformations
		8.5 Bearings and scale drawings
		8.6&7 Constructions
		8.8 Loci

Year 10 Curriculum

Term 1	Term 2	Term 3
9 Equations and inequalities	**12 Similarity and congruence**	**15 Equations and graphs**
9.1 Solving quadratic equations 1	12.1 Congruence	15.1 Solving simultaneous equations graphically
9.2 Solving quadratic equations 2	12.2 Geometric proof and congruence	15.2 Representing inequalities graphically
9.3 Completing the square	12.3 & 4 Similarity	15.3 Graphs of quadratic functions
9.4 Solving simple simultaneous equations	12.5 Similarity in 3D solids	15.4 Solving quadratic equations graphically
9.5 More simultaneous equations	**13 More trigonometry**	15.5 Graphs of cubic functions
9.6 Solving linear and quadratic simultaneous equations	13.1 Accuracy	**16 Circle theorems**
9.7 Solving linear inequalities	13.2 Graph of the sine function	16.1 Radii and chords
10 Probability	13.3 Graph of the cosine function	16.2 Tangents
10.1 Combined events	13.4 The tangent function	16.3 Angles in circles 1

10.2 Mutually exclusive events	13.5 Calculating areas and the sine rule	16.4 Angles in circles 2
10.3 Experimental probability	13.6 The cosine rule and 2D trigonometric problems	16.5 Applying circle theorems
10.4 Independent events and tree diagrams	13.7 Solving problems in 3D	**17 More algebra**
10.5 Conditional probability	13.8 Transforming trigonometric graphs 1	17.1 Rearranging formulae
10.6 Venn diagrams and set notation	13.9 Transforming trigonometric graphs 2	17.2 Algebraic fractions
11 Multiplicative reasoning	**14 Further statistics**	17.3 Simplifying algebraic fractions
11.1 Growth and decay	14.1 Sampling	17.4 More algebraic fractions
11.2 Compound measures	14.2 Cumulative frequency	17.5 Surds
11.3 More compound measures	14.3 Box plots	17.6 Solving algebraic fraction equations
11.4 Ratio and proportion	14.4 Drawing histograms	17.7 Functions
	14.5 Interpreting histograms	17.8 Proof
	14.6 Comparing and describing populations	

Year 11 Curriculum

Term 1	Term 2	Term 3
18 Vectors and geometric proof	Question Level analysis from internal mock examinations is used to design a bespoke revision programme. The analysis allows the identification of misconceptions and areas of need for pupils at an individual, class and year group level, catering to all.	Spaced practice, revision programme and examinations
18.1 Vectors and vector notation		
18.2 Vector arithmetic		
18.3 More vector arithmetic		
18.4 Parallel vectors and collinear points		
18.5 Solving geometric problems		
19 Proportion and graphs		
19.1 Direct proportion		
19.2 More direct proportion		
19.3 Inverse proportion		
19.4 Exponential functions		
19.5 Non-linear graphs		
19.6 Translating graphs of functions		
19.7 Reflecting and stretching graphs of functions		

Media Studies

" Casting a critical eye over the ever-changing influence of modern media"

At The Westgate School, our Media Studies Curriculum intends to:

- Enable pupils to become critical and analytical readers of media texts.
- Enable pupils all-through to question the way the media represents individuals and groups, and its power to manipulate audiences.
- Enable pupils to create purposeful, effective media products.

Course Content in Year 9

Pupils learn about the theoretical frameworks (media language, representation, media industries and audiences) and discover how to apply them to media texts. In addition, they learn practical skills such as how to use Photoshop and how to produce a media product for a set brief.

Course Content in Year 10-11

Pupils are required to explore media language, representation, media industries and audiences. They apply theoretical frameworks to set texts from the exam board as well as unseen media products. In addition, pupils develop practical skills and produce a practical production using editing software and original images.

Course Skills:

- How to deconstruct media texts;
- How to use specialist terminology fluently and effectively;
- How to apply theory to media texts;
- How to explore how cultural ideas are built and reinforced;
- How media texts are influenced by the context in which they are produced;
- How to explore the impact of media on public opinion and behaviour;
- How to explore the concept of representation;
- How to create a successful practical production independently for the non-exam component of the course.

Assessment:

The Media GCSE consists of two exams collectively worth 70% and a non- exam assessment, completed within school, worth 30%.

Exam Board: Eduqas C680QS

Music

"Where words fail music speaks"

Our Music curriculum intends to:

- unlock musical potential in every young person to be creative and curious about music;
- challenge pupils to think musically, enabling them to acquire and develop a deep understanding of how music works;
- develop an appreciation of music styles and cultures, over time.

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. Our course offers pupils the chance to study a wide range of musical genres, with more opportunities for practical learning. During Year 9 pupils will be given the opportunity to consider in greater depth the practical and theoretical aspects of this wonderful subject so that in Year 10 they can then begin the GCSE syllabus.

Course content:

- Pupils study the three key areas: musical listening and appraising; performance both solo and ensemble; composing.
- Pupil will study key areas of music including Music for stage, Song writing, Samba and Afro-fusion. Through this pupil will develop skills of musical analysis using subject specific language and a basic knowledge of music theory.
- The course includes regular opportunities to perform on their main study (instrument or voice) as well accessing music technology, new instruments and developing keyboard and percussion skills.
- Composition tasks will be completed both individually and in groups, sometimes using music technology. Pupils will spend time developing the use of a variety of devices to develop musical ideas to fit both a genre and a musical structure.

Assessment:

The course contains an assessment at the end of each term (or genre studied). This will include a mix of assessed performances (both ensemble and solo), assessed compositions (live performance or realised using music technology) and listening and appraising questions.
There will also be an individual composition in the summer term based on a set brief and a performance on their main study. This mirrors the GCSE composing and performance-controlled assessment requirements.

Exam Board: Edexcel GCSE 1-9

Personal Development

"Working in partnership with parents/carers and the wider community to enable pupils to feel safe, included, happy and prepared for life beyond school"

The curriculum for Personal Development comprises of 4 elements (with some overlapping):

- Citizenship, Personal Social Health and Economic Education which includes our 'Perspectives' programme about Equalities and Diversity
- Social, Moral Spiritual and Cultural Education
- Relationships, Sex and Health Education, including teaching about biological sex, gender identity, stereotypes and sexual harassment (in an age-appropriate way).
- The Westgate Community Challenge – a programme designed to foster inclusion and community cohesion.

The skills developed through the programme include negotiation, resilience, applied health, self-awareness, and self-regulation. The schemes of work and lessons are planned to implement the curriculum intent and are flexible, reflecting pupils' needs and considering the impact of personal experience.

Real-time adaptations are made to curriculum planning in response to feedback from parents, pupils and, to consider wider topical issues/events and, our learning about the issues affecting young people.

Year 9 course content (delivered at Tutor time):

Autumn Term

1. **Healthy Relationships-** Pupils will consider what is a healthy relationship, consent and what constitutes sexual harassment to include online sexual harassment.
2. **E Safety -** Pupils look at different aspects of E Safety and think about how they should behave and stay safe online.

Spring Term

3. **Emotional Health and Wellbeing-** Pupils look at healthy bodies and minds, they will also consider body image and how this is portrayed in the media.
4. **Careers -** Pupils will look at careers and discuss the future alongside creating their own START profile.

Summer Term

5. **Drugs Education**- To learn about drugs and young people's attitudes and behaviours regarding drug use. To consider the potential legal consequences of using illegal drugs. To learn about the short and long erm effects of alcohol and cannabis use on individuals and to learn how to manage peer and other influences in relation to substance misuse.
6. **Relationships and sex education-** Pupils look at different types of relationships including marriage and cohabitation, equality, and the legal rights around marriage.

Year 10 course content:

1. **Careers and Finance -** Pupils complete mock interview paperwork in preparation for their career's interviews in January.
2. **Health and Relationships -** Pupils will discuss issues around parenting, teenage pregnancy, the cost of being a parent and will examine STI's, HIV and different types of contraception as well as drugs and alcohol.
3. **Philosophical and Ethical issues. -** Pupils complete two RE based units one on sport and ethics and one on religion and multiculturalism.

Tutor time: The lesson a week is supplemented by a tutor time programme where topics included are:

Autumn Term

1. **Healthy Relationships-** Pupils will consider what is a healthy relationship, consent and what constitutes sexual harassment to include online sexual harassment.
2. **Emotional Health and Wellbeing-** Pupils look at healthy bodies and minds, they discuss why wellbeing and mindfulness is so important and they think about these issues in tutor groups.

Spring Term

3. **Drugs Education**-To learn about the impact of substance use on risk-taking and personal safety, to learn how to manage influences in relation to alcohol and other drug use, to learn about the potential consequences of drug production, sale and use, and the support available for individuals regarding substance use, including addiction and dependency.
4. **Careers -** Pupils will look at careers and discuss the future alongside creating their own START profile.

Summer Term

5. **Relationships Education-** Pupils look at issues of consent, they discuss sex and peer pressure and different types of relationships including marriage and cohabitation.
6. **E Safety -** Pupils look at different aspects of E Safety and think about how they should behave online.

Year 11 course content:

Autumn Term

1. **Healthy Relationships-** Pupils will consider what is a healthy relationship, consent and what constitutes sexual harassment to include online sexual harassment.
2. **Emotional Health and Wellbeing-** Pupils look at healthy bodies and minds, they discuss why wellbeing and mindfulness is so important and they think about these issues in tutor groups.

Spring Term

3. **Drugs Education**- To learn about the impact of substance use on risk-taking and personal safety, to learn how to manage influences in relation to alcohol and other drug use, to learn about the potential consequences of drug production, sale and use, and the support available for individuals regarding substance use, including addiction and dependency.
4. **Careers -** Pupils will look at careers and discuss the future alongside updating their own START profile.

Photography

"Art is not what you see but what you make others see"

At The Westgate School our Photography curriculum intends to:

- develop intuition, reasoning, imagination, and dexterity into unique forms of expression and communication;
- develop an appreciation of the aesthetic nature of the world around us;
- critically evaluate the way cultures are represented through their arts and celebrate diversity.

Course content:

During Year 9 pupils will explore this new subject area and build the foundation skills that are required for the GCSE course which will begin in Year 10.

Course skills:

Pupils will be expected to demonstrate skills and techniques in the context of their chosen area(s) of learning within Photography:

- the ability to explore formal elements of visual language; line, form, colour, tone, pattern, texture, in the context of lens-based and light-based media.
- investigating different ways of working as appropriate to their chosen area (s) of learning
- responding to an issue, theme, concept or idea, or working to a design brief
- showing in their work the use of viewpoint, composition, focus control, movement and narrative
- using appropriate techniques, technologies and equipment for recording images and lighting subjects
- showing an understanding of the manipulation and production qualities of still and moving images

Knowledge and Understanding:

Pupils will gain knowledge and understanding of:

- how ideas, feelings and meanings are conveyed and interpreted in images, artefacts and products in their chosen area(s) of learning in Photography: lens-based and light-based media
- historical and contemporary developments and different styles and genres in relation to Photography: lens-based and light-based media
- how images, artefacts and products relate to social, historical, vocational and cultural contexts
- a variety of approaches, methods and intentions of contemporary and historical artists, craftspeople and designers from different cultures and their contribution to continuity and

change in society within their chosen area(s) of learning in Photography: lens-based and light-based media

- a working vocabulary and knowledge of specialist terms relevant to their chosen area(s) of learning within Photography: lens-based and light-based media.
- Still Life photography, (working from natural or manufactured objects).
- Documentary photography, photo journalism, narrative photography, reportage
- Photography involving a moving image, (television, film and animation).
- New media practice such as computer manipulated photography and photographic projections.

Exam Board: AQA – 8206

Physical Education

"To inspire pupils to discover a lifelong love of sport and exercise"

Our PE curriculum intends to:

- Experience as many sports as possible to find those which will develop a lifelong love of sport.
- Have the opportunity to participate within our school community in a wide range of extracurricular activities.
- To develop the skills and aptitudes needed to excel.

Overview of the Course:

Physical Education is a mixture of practical (40%) and theory work (60%). Pupils will learn how the body works, the socio-cultural influences on sport, and further develop their physical competence in a range of competitive sports.

In Year 9 we will develop pupils understanding of the body and the demands of different sports so that they can make a more informed decision on the suitability of the course in Year 10, when the GCSE syllabus begins.

There is a need for individuals to play and understand 3 sports at a reasonable level. This includes one solo sport and one team sport. Pupils should really be at a competitive level in sports, either inside or outside of school, if they choose GCSE PE.

To be able to achieve a high grade at GCSE PE pupils should:

- Be competent in more than one sport
- Regularly participate in competitive sport clubs outside of school
- Regularly attend extra-curricular sports clubs within school
- Always have brought PE kit to lessons.

The three areas of the curriculum are as follows:

1. Understand how the body works and how it impacts on health, fitness and performance in physical activity and sport
2. Understand Socio-cultural influences on sport and physical well-being
3. Develop practical performance in physical activity and sport

Course content:

Theory Content: (60%)

Throughout the three years, pupils will cover the following units:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports Psychology
- Socio-Cultural factors
- Health, Fitness and well-being

Assessment is through two 1 ¼ hr exams, sat in Year 11. Paper 1: Applied anatomy and physiology.

Paper 2: Socio-Cultural influences and well-being in physical activity and sport.

Practical Content: (40%)

The practical requirement of GCSE PE is based upon competence in competitive sports. It will focus on physical training, developing knowledge and understanding the principles of training and different training methods in order to carry out, monitor and evaluate personal exercise programmes. Pupils will also carry out some development of practical sports, working on increasing their skills and techniques in progressive drills, and also their ability to put them into game or performance situations on activities from the list of team and individual sports on the syllabus.

Assessment in the practical element is ongoing. Pupils are assessed at their competence in a number of competitive sports (which can be sports that are done out of school – Speak to the PE department about the list of current sports on the syllabus). Their final grade takes their highest 3 grades; 1 must be a team sport, 1 must be an individual sport, and the final one can be team or individual, and their analysis of performance in one of those sports. For each activity covered, pupils will be marked out of 25 on practical competence (as a guide, a district level player in a sport would be attaining 25). Pupils will be expected to participate in every practical lesson and improve individual skills and tactics for that sport. The sports covered within curriculum time will reflect their needs and strengths of the class.

Exam Board: AQA – 8582

Religious Education

"Inspiring pupils to engage with life's big questions"

Our Religious Education Curriculum intends to:

- inspire pupils to engage with life's big questions;
- enable pupils to explore religions, world views and beliefs through varied experiences, approaches, and disciplines;
- enable pupils to reflect on the ideas of others and express their own ideas with increasing clarity and be able to consider how beliefs have an impact on individuals and communities.

Course Skills

- understand how the beliefs and teachings of a religion affect and influence individuals;
- explain how the practices of a religion have an impact upon individuals lives and the lives of others;
- reflect on and explore how different ethical issues impact upon our decision making;
- reflect on and to explore answers to life's ultimate questions.

Curriculum Content – Year 9

In Year 9 we develop pupils' understanding of the world around them, consider different views and ethical questions. The topics covered are:

1. **What is the meaning of life?**
   We will discuss philosophy specifically Greek philosophy, what it means to be human and different philosophical theories to set up the year 9 course.
2. **Did God break his side of the covenant when he allowed the Holocaust to happen?**
   We will learn about the Holocaust in depth, and we will also look at other genocides around the world and assess their impact.

3. **Can Religion offer an answer to everyday issues?**
   We will consider the concept of agape and unconditional love and we will apply this to medical ethics-based issues. Pupils will be evaluating the concept of agape and the sanctity of human life and considering whether all human life is special and sacred and will be analysing the impact on individuals and society as a whole

Course content for Years 10 and 11

We follow the AQA syllabus for GCSE Religious Enquiry. The course involves the learning about two major world religions, Christianity and Islam and looks at their beliefs and practices, their customs and traditions, their festivals and holy days. We also learn different ethical perspectives:

1. A study of Islam to include holy books, Muhammad, the Sects, festivals, the 5 pillars, worship, different beliefs.
2. A study of Christianity to include worship, the nature of God, creation, the crucifixion, life after death, worship, pilgrimage, festivals, world poverty.
3. Families and Relationships- Sexuality, marriage, contraception, divorce, gender equality, the nature of families.
4. Religion, Peace and Conflict- terrorism, reasons for war, conflict, nuclear war. Holy war, just war.
5. Crime and Punishment- reasons for crime, causes of crime, law breakers, the death penalty, forgiveness.
6. Religion and Life issues- The origins of the universe, abortion, euthanasia, animals, death, and the afterlife.

RE is provided for all pupils in our school through dedicated curriculum time and, as part of our wider programme of Personal Development. Parents have the right to withdraw their child from RE and if you would like to do so, we welcome a discussion with you. Please use the contact@westgate.hants.sch.uk email address marked "FAO the Senior Leader responsible for Curriculum - RE".

Assessment:

Paper 1: 1 Christianity and Islam

Paper 2: 1 Ethical Themes and perspectives

Exam Board: AQA - 806

Science

"Through discovery and collaboration, we flourish"

Our Science curriculum intends to:

- develop a deep understanding of the world around us, by building a robust knowledge base of scientific ideas, models and phenomena;
- help pupils to be curious, critical thinkers, with a love of learning about the world;
- enable pupils to make safe and healthy choices throughout their lives and understand our role in creating an environmentally sustainable future for our planet.

Science provides the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics. All pupils are taught essential aspects of the knowledge, methods, processes, and uses of Science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They develop an understanding of how science can be used to explain what is occurring, predict how things will behave, and analyse causes. There is also significant overlap with other subjects, such as Design & Technology, Mathematics, Geography, Physical Education and Food, Preparation & Nutrition and so cross-curricular links are regularly explored within lessons.

Pupils will start the GCSE course at the beginning of Year 9. Throughout the year, classes will rotate through a series of Biology, Chemistry, and Physics topics. Each topic will focus on developing the knowledge and skills required to meet the three assessment objectives (AOs) which comprise of; Demonstrating, (AO1), and applying, (AO2), knowledge and understanding of: scientific ideas; scientific techniques, and procedures and AO3: Analysing information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

Course content:

Year 9- Pupils will cover the following topics over the year

Biology	Chemistry	Physics
• Cell structure and transport- • Cell division • Organisation and the digestive system. • Organisation in animals and plants • Communicable diseases	• Atomic structure • The periodic table • Structure and bonding • Chemical changes	• Conservation and dissipation of energy • Energy transfer by heating • Energy resources

Year 10- Pupils will cover the following topics from the beginning of the year to Easter.

Biology	Chemistry	Physics
• Preventing and treating disease • Non-communicable diseases • Photosynthesis • Respiration • The human nervous system	• Chemical calculations • Electrolysis • Energy changes in reactions	• Electric circuits • Electricity in the home • Molecules and matter • Radioactivity • Motion

After Easter, Year 10 pupils will either follow the Combined Science course (double) or the Separate Sciences course (triple). All pupils will still cover topics in Biology, Chemistry, & Physics on a rotational basis, however Separate Science pupils will accelerate through the curriculum to cover the extra content required.

Combined Science Trilogy	Separate Sciences
Biology • Hormonal combination • Reproduction **Chemistry** • Rates and equilibrium • Crude oil and fuels **Physics** • Forces in balance	**Biology** • Hormonal coordination • Homeostasis in action • Reproduction **Chemistry** • Rates and equilibrium • Crude oil and fuels **Physics** • Forces in balance

Year 11- All pupils will complete their chosen course. The Separate Science course begins Year 11 with the review and extension of some previously covered topics of; Chemical calculations and The human nervous system.

Combined Science Trilogy	Separate Sciences
Biology • Variation and evolution • Genetics and evolution • Adaptations, interdependence, and competition • Organising an ecosystem **Chemistry** • Chemical analysis • The Earth's atmosphere	**Biology** • Variation and evolution • Genetics and evolution • Adaptations, interdependence, and competition • Organising an ecosystem • Biodiversity and ecosystems **Chemistry** • Chemical analysis • The Earth's atmosphere

• The Earth's resources **Physics** • Forces and motion • Waves, electromagnetism, and space • Electromagnetic waves • Electromagnetism	• The Earth's resources • Organic reactions • Polymers • Using our resources **Physics** • Forces and motion • Waves, electromagnetism, and space • Electromagnetism & EM Waves • Pressure and surfaces • Light • Space

Assessment:

Throughout years 9-11 pupils will be assessed through a mixture of end of topic tests and in-class assessments. Year 9 will also have three end-of-term tests to consolidate their learning over time and prepare them for year 10. In Year 10, pupils will undertake tests in Biology, Chemistry, & Physics and these will be used to make informed decisions between the Combined Science- Trilogy & Separate Science pathways. In Year 11, pupils will undertake mock exams in Biology, Chemistry, & Physics, in both the Autumn term and Spring term, before undertaking their final exams in the Summer term. Irrespective of whether they study the combined Science trilogy or separate Sciences routes, they will sit six exams in the Summer term of year 11: two exams each in Biology, Chemistry, & Physics. Combined Science trilogy exams have a duration of 1 hour 15 minutes each, and the separate Science exams each last 1 hour and 45 minutes.

Exam Board: AQA

- Combined Science: Trilogy 8464
- Biology 8461
- Chemistry 8462
- Physics 8463

Sculpture

"Art is not what you see but what you make others see"

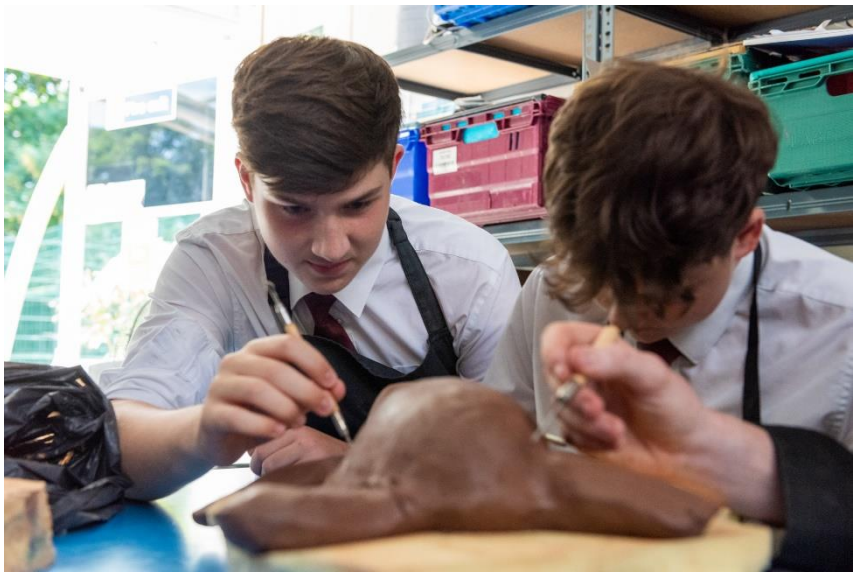
At The Westgate School our Sculpture curriculum intends to:

- develop intuition, reasoning, imagination, and dexterity into unique forms of expression and communication;
- develop an appreciation of the aesthetic nature of the world around us;
- critically evaluate the way cultures are represented through their arts and celebrate diversity.

Course content:

During Year 9 pupils will be required to work in the following two areas: building the foundation skills that are required for the full GCSE course and the course is skills based to prepare pupils for the full course at GCSE.

- Ceramics; pinch, coil and slab techniques
- Wire/Willow sculpture
- Card board sculpture
- Mixed media/assemblage



Course skills:

Pupils will be expected to demonstrate skills and techniques in the context of their chosen area(s) of study within

- making appropriate use of colour, line, tone, texture, shape and form
- using different approaches to recording images, such as, observation, analysis, expression and imagination
- showing in their work an understanding of the conventions of representational and abstract/ non-representational imagery and genres
- investigating different ways of working, as appropriate to their chosen area(s) of learning
- providing evidence of an understanding of spatial qualities, composition, rhythm, scale and structure

Knowledge and Understanding:

Pupils will gain knowledge and understanding of:

- how ideas, feelings and meanings are conveyed in images, artefacts and products
- a range of art, craft and design processes in two and/or three-dimensions and traditional and new media and technologies
- how images, artefacts and products relate to their social, historical, vocational and cultural contexts
- a variety of approaches, methods and intentions of contemporary and historical artists, craftspeople and designers from different cultures and their contribution to continuity and change in society
- a working vocabulary and knowledge of specialist terms relevant to their chosen area(s) of learning

Exam Board: AQA – 8205

Home Learning

"Learning beyond the classroom"

Our Home Learning intent is to:

- develop pupils' independent learning skills and the mindset needed for academic success
- support memory retention of learning that that has taken place within the classroom.
- prepare pupils for future learning through pre-learning activities.

In Years 9 to 11, pupils will be set home learning activities in all GCSE subjects, in accordance with the School's home learning policy: 'Learning beyond the classroom'. Tasks set by teachers are designed to:

- Develop pupils' independent learning skills.
- Consolidate learning that has taken place within the classroom.
- Aid retrieval of knowledge from earlier in the course and therefore to build better long-term memories.
- Prepare pupils for future learning, such as through pre-learning activities.
- Prepare pupils with the mindset needed for success once they leave School and begin post-16 education or employment.

Home learning encompasses all opportunities for learning beyond the classroom. If your child hasn't been set home learning by a teacher that week, parents and pupils are encouraged to support and enrich learning by:

- Discussing what has been learned within School that week.
- Encouraging your child to read regularly.
- Watching interesting, educational documentaries together as a family and discussing these.
- Making use of the wealth of outdoor learning available by exploring nature and the environment together.
- Visiting and exploring the local community, including museums (often free), galleries and exhibits.
- Helping your child to retrieve information they have learned previously through simple quizzes or asking them to recall information from revision guides or their class notes.

RSHE, SMSC, British Values

SMSC stands for Spiritual, Moral, Social and Cultural development. The Government's definition of British Values is:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for those with different faiths and beliefs and for those without faith.

Relationship, Sex and Health Education (RSHE) is a statutory entitlement for all pupils. RSHE supports pupils to develop greater knowledge and understanding of physical, moral, and emotional development. At The Westgate School SMSC, RSHE and British Values are embedded within every aspect of the curriculum as part of your child's holistic development; key aspects are also specifically taught through our Personal Development curriculum.

Our RSHE, SMSC, British Values Curriculum intends to: develop our pupils as individuals, encouraging them to think about and explore the ever-changing society in which we live and their unique contribution as part of a community. At The Westgate School, our specified curriculum and the structure of our school community, intends to:

- Develop pupils' self-knowledge, self-esteem, and self-confidence, showing respect for themselves and others
- Distinguish right from wrong and to respect the civil and criminal law of England
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and mutual respect for, their own and other cultures
- Have respect for other people
- Respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

Course Content:

- We provide a coherent assembly programme which enables SMSC, RSHE and British Values to be delivered at different and appropriate times throughout the year
- We provide a comprehensive Personal Development programme which is delivered by tutors and class teachers
- We promote active citizenship through our extensive pupil leadership opportunities, including an 'all-through School Council'
- We provide an extensive enrichment programme which every pupil is encouraged to access,
- We provide a variety of assemblies including pupil and guest led assemblies
- We develop an awareness of environmental issues and the need for sustainability
- Pupils contributed to the making of key policies

The Wellbeing Curriculum

	Year 9	Year 10	Year 11
Assemblies (SMSC)	Supporting charities (Shoebox appeal, Taking responsibility, Enrichment opportunities, Anti-bullying, Having a growth mindset, Organ Donation, Young carers, Cancer talk, Sexual bullying, Internet Safety, Money management, Bravery, Pride, British Values		As Year 9 and 10, additionally: Post 16 learning opportunities, Careers information, BREATHE: being in control,
Science	• Stem cell therapy and ethical dilemmas, • Chemistry of food and digestion	• Vaccination, Antibiotics, and painkillers, • Discovery and development of drugs, • Hormones and the artificial control of fertility	• Contraception and fertilisation • Inherited disorders and genetic screening
English and Media	• Reflecting on relationships, • Racism and overcoming it, Qualities of a hero, Ambitions, overcoming challenges • Confidence in spoken language	• Coping with trauma and loss, standing up for beliefs, Responsibilities and looking after others • Ethics of science	Resilience in preparation for exams
Maths	• Personal finance project: NIC, PAYE, managing a budget and borrowing money	• Where is the best place to live: statistics	Personal finance (certificate)
Physical Education	Teamwork, Confidence (when performing), How exercise improves memory function for revision (DLD), How exercise improves emotional wellbeing (DLD), Healthy active lifestyle (H & F suite), Stress management, Communicating confidently (sports leaders)		
Personal Development and Religious Education Programme	• Parliament and the rule of law in the UK and beyond • Current health issues in society, mindfulness, and mental health. • Managing stress and anxiety. • Careers and the environment • Drugs and alcohol awareness, • Human rights • Money management	• Careers and preparing for the future • Mental health, Resilience, anxiety, and stress management, • Staying safe online	• Careers and preparing for the next step • Economics and finances • Cyber safety • Exam stress management
History	• Wellbeing of populations • Poppy Appeal • Causes and cures of disease	• Fleeing for Wellbeing, • Land, trade and war • Respecting other religions, • Rebuilding the city of London	• Time of greater wellbeing for Germans, Increased jobs after the depression • Ending slavery in Africa
Geography	• Human development, • Economic development, • Climate change	• Poverty, Equality, • Looking after our environment	• Employment and economies • Maintaining a good water supply
Technology	• Healthy eating (5 a day), Eatwell Guide, Nutritional analysis, Food related illnesses, Managing food intolerances, Reuse and recycling (benefits), Food for enjoyment		
The Arts	• Making mistakes and improving, supporting each other • Voicing opinions and ideas, Group work • Learning to work independently Art for therapy (Sculpture)		
MFL	• Diet and Exercise • The dangers of Smoking and Alcohol,		