

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

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
<p>Topic1 – Who shapes & influences me? The concept of growing up, understanding change. Gothic genre knowledge <i>The Graveyard Book</i> study Using language knowledge to create tension Introducing comparison through <i>The Jungle Book</i> Exploring the characters of Mowgli & Bod. Introduction to oral presentation skills</p> <p>Topic 2 – How do stories influence & affect us? <i>The Odyssey – what is a hero?</i> Explain-Change-Create an epic adventure Planning for effective structure Use language creatively</p> <p>Topic 3 – What affects who we become? <i>Playscript – Frankenstein</i> 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</p> <p>Topic 4 – What can I learn from others' experiences? Our modern-day heroes – <i>Biography & autobiography extracts</i> Summary skills Factual engaging writing The writer's purpose</p>	<p>Topic1 – We are all different Extracts from <i>Shakespeare's Othello</i> Understanding challenging language Tragedy genre The fatal flaws of a tragic hero Exploring imagery & symbolism</p> <p>Topic 2 – The Language of Rhetoric How do I leave an impact on my audience? Using language to create ethos, logos, and pathos. <i>Persuasive speeches through time</i> Writing for purpose, audience, and format How to effectively use our voice.</p> <p>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 <i>Modern novel – Ruby in the Smoke</i></p> <p>Topic 4 – The impact of our environments <i>Selection of Romantic Poetry</i> Develop comparison skills Literal & metaphorical meaning Crafting a critical response</p> <p>Topic 5 – The power of our imagination <i>Gothic genre</i> Writers' intentions and effects Importance of setting Imagery & figurative language Mood & atmosphere Pastiche</p>	<p>Topic1 – The corrupting effect of power Text study <i>Animal Farm</i> Russian revolution, political & social context Themes of leadership, power, pride, lies & propaganda Analysis & evaluation skills</p> <p>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 <i>Short Stories</i></p> <p>Topic 3 – The impact of a journey (in fiction) Extracts from <i>Shakespeare's The Tempest</i> Imagery, symbolism, theme study Comedy genre Character tracking, exploring the development and change.</p> <p>Topic 4 – The impact of a journey (in nonfiction) <i>Accounts of diverse explorers' adventures</i> Exploring language to craft viewpoint Critical analysis & comparison of perspectives</p> <p>Topic 5 – Where does conflict exist? <i>Power & Conflict GCSE poetry anthology</i> Thematic pairs of poems – nature, warfare, identity, internal conflict, politics Language & structural choices Crafting an analytical response</p>	<p>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 <i>English Language Paper 1</i></p> <p>Au2/Sp1 – Shakespeare: Macbeth Complete play study, detailed character & thematic exploration. Concept of a tragic hero. <i>English Literature Paper 1</i></p> <p>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 <i>English Language Paper 2</i></p> <p>Su1 – Consolidation of Language skills Spoken Language Preparation – How do I use my rhetorical skills to influence an audience? Preparation for Year 10 exams <i>English Language Paper 1 & 2</i></p> <p>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? <i>English Literature Paper 2</i></p>	<p>Au1 – How does time & distance affect perspective? Develop reading comparison skills Confidently distinguish between inference and analysis skills Consolidate skills of rhetoric <i>English Language Paper 2</i></p> <p>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. <i>English Literature Paper 1</i></p> <p>Sp1 – Is power the ultimate corruptor? Explore the link between power and conflict through time, in poetry. Revise anthology poetry <i>English Literature Paper 2</i></p> <p>Sp2 – How confidently can I express myself? Revise knowledge & understanding of genres of writing, both fiction & non-fiction. Write effectively in different genres. <i>English Language Paper 1 & 2</i></p> <p>Su1 – Exam preparation <i>English Language Paper 1 & 2</i> <i>English Literature Paper 1 & 2</i></p>

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
<p>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:</p> <ul style="list-style-type: none"> • 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
<p>Two examinations:</p> <ul style="list-style-type: none"> • 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

<p>Statement of curriculum intent</p>	<p>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.</p> <p>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.</p>			
<p>Year 7</p>	<p>Year 8</p>	<p>Year 9</p>	<p>Year 10</p>	<p>Year 11</p>
<p>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</p> <p>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)</p> <p>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</p>	<p>Number - Place value, fractions, directed number and prime numbers Probability - Mutually Exclusive Outcomes, probability scale and finding probabilities from different contexts.</p> <p>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</p> <p>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</p>	<p>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</p> <p>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</p> <p>Geometry - Prisms & Cylinders - Congruence & Pythagoras Probability - Sets and Venn Diagrams Statistics - Scatter graphs, Correlation</p>	<p>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.</p> <p>Statistics - Sampling, Cumulative frequency, Box plots, Drawing & interpreting histograms, Comparing and describing populations.</p> <p>Vectors & Geometric Proof - Vectors and vector notation, Vector arithmetic, Parallel vectors and collinear points, Solving geometric problems</p>	<p>Circle Theorems - Radii and chords, Tangents, Angles in circles, Applying circle theorems. Algebra - Rearranging formulae, Algebraic fractions, Surds, Solving algebraic fraction equations, Functions, Proof.</p> <p>NOVEMBER PRACTICE EXAMS</p> <p>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.</p> <p>Revision of all topics - Focused on Key areas of the curriculum, gap analysis from practice exams and exam technique.</p> <p>FEBRUARY PRACTICE EXAMS</p> <p>Continued revision of all topics</p>

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

Course Content and Skills
<p>Throughout this course pupils will continue to study the four main areas of Mathematics: Number, Algebra, Shape and Space and Statistics and Probability</p> <p>In addition to this pupils will develop the ability to:</p> <p><i>Use and apply standard techniques</i></p> <ul style="list-style-type: none"> • Accurately recall facts, terminology & definitions • Use & interpret notation correctly • Accurately carry out routine procedures or set tasks requiring multi-step solutions <p><i>Reason, interpret and communicate mathematically</i></p> <ul style="list-style-type: none"> • Make deductions, inferences and draw conclusions from mathematical information • Interpret and communicate information accurately • Present arguments and proofs <p><i>Solve Problems within mathematics and in other contexts</i></p> <ul style="list-style-type: none"> • 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
<p>Ongoing assessment will take place during the course using a range on online and other resources. Feedback will guide pupils to address misconceptions.</p> <p>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.</p>

Science

Statement of curriculum intent	To provide the core scientific knowledge to allow pupils to <i>access and understand scientific issues</i> in the real world. To practice and develop the core scientific skills to allow pupils to <i>undertake valid scientific enquiries</i> .			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Biology:</p> <ul style="list-style-type: none"> Cells – the building blocks of life Skeletal and muscular system – how our bodies move Reproductive system – how new life is made Ecology – exploring the living things around us <p>Chemistry:</p> <ul style="list-style-type: none"> Atoms & mixtures – what the universe is made of The periodic table – how we organise elements Using materials – properties and uses of real-world materials <p>Physics:</p> <ul style="list-style-type: none"> Energy – what makes the universe “tick” Electrical circuits – how we power our modern lives Particle states of matter – the differences between solids, liquids and gases 	<p>Biology:</p> <ul style="list-style-type: none"> Torso tour – the key organs in humans Diseases – how we can be protected against illness Exercise – how our bodies respire to help us Circle of life – how different living things are dependent on each other <p>Chemistry:</p> <ul style="list-style-type: none"> Reactions – what changes can happen to substances The Earth – what makes up our planet Acids & alkalis – how neutralisation and other reactions can be useful <p>Physics:</p> <ul style="list-style-type: none"> History of the atom – exploring early ideas of various scientists Forces – what makes us move Speed in space – how far and fast things can go 	<p>Biology:</p> <ul style="list-style-type: none"> Nervous system & the brain – how we control our bodies <p>Chemistry:</p> <ul style="list-style-type: none"> Reactivity – why some elements react more than others <p>Physics:</p> <ul style="list-style-type: none"> Waves – how energy can be transferred long distances <p>AQA GCSE Biology:</p> <ul style="list-style-type: none"> Cell biology Organisation <p>AQA GCSE Chemistry:</p> <ul style="list-style-type: none"> Atomic structure & the periodic table Structure & bonding <p>AQA GCSE Physics:</p> <ul style="list-style-type: none"> Energy Electricity 	<p>AQA GCSE Biology:</p> <ul style="list-style-type: none"> Infection & response Bioenergetics Homeostasis <p>AQA GCSE Chemistry:</p> <ul style="list-style-type: none"> Quantitative chemistry Chemical changes in reactions Energy changes in reactions Rate & extent of reactions <p>AQA GCSE Physics:</p> <ul style="list-style-type: none"> Particle model of matter Atomic structure Forces and motion 	<p>AQA GCSE Biology:</p> <ul style="list-style-type: none"> Inheritance, variation, and evolution Ecology <p>AQA GCSE Chemistry:</p> <ul style="list-style-type: none"> Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources <p>AQA GCSE Physics:</p> <ul style="list-style-type: none"> Waves Magnetism Space science (separates only) <p>AQA GCSE Exam preparation:</p> <ul style="list-style-type: none"> 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

<p>Course Content and Skills</p> <p>The GCSE in Separate Sciences should will pupils to:</p> <ul style="list-style-type: none"> ● 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. <p>Topics covered include:-</p> <p><u>Biology</u> – Cells; Organisation; Infection; Bioenergetics; Control and regulation of internal environment; Inheritance; Ecology.</p> <p><u>Chemistry</u> – 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.</p> <p><u>Physics</u> – Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism.</p> <p>Pupils will also be encouraged to develop knowledge and understanding in Science through opportunities for working scientifically.</p>
<p>Assessment</p> <p>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.</p>

Animal Care

Statement of curriculum intent	<p>The course builds on knowledge pupils have learnt within Biology and will develop a practical understanding of the Animal Care Sector. It will develop practical skills, as well as verbal and analytical writing skills, giving pupils a good grounding within the subject to take it further in to post-16 study.</p>			
Year 7	Year 8	Year 9	Year 10	Year 11
			<p>Animal Handling:</p> <ul style="list-style-type: none"> • Behaviour patterns and functions in animals as relevant to species • The main influences on animal behaviour • Causes of abnormal animal behaviours, and their impact on handling and restraint methods. • Health and safety when handling animals. Appropriate use of PPE. <p>Animal Housing</p> <ul style="list-style-type: none"> • Understand factors affecting the selection of animal accommodation. • Types of animal accommodation. • Prepare and check animal accommodation using safe working practices. • Safety checks • Be able to clean out animals' accommodation using safe working practices. • Maintain and clean equipment. 	<p>Animal Health and Welfare</p> <ul style="list-style-type: none"> • Animal health, recognising signs of good and bad health. • Animal housing and care • Animal diseases • Animals and legislation <p>Part of animal housing may roll over from year 10 depending on assessment structure and dates.</p>

Overview of the Course – KS4

Subject	BTEC Level 1/Level 2 Tech Award in Animal Care
Examination Board	Pearson
Specification	603/7057/9
Assessment	Non-exam internal assessment and External assessment (Synoptic)

Course Content and Skills

This course is designed to develop knowledge in these areas:

- Animal Handling
- Animal Housing and Accommodation
- Animal Health and Welfare

A number of topics are covered in detail within the qualification for example:

- Animal Behaviour and the causes of abnormal behaviour and the impact on the handling of the animal
- Behaviour patterns relevant to the species.
- Understand how to select the correct accommodation for the animal considering the 5 welfare needs.
- Understand good and bad signs of health within different species and how to prevent and treat
- Understand different feeding requirements and create proper feeding plans.

Work experience will give pupils a vital insight into the Animal Industry. A commitment by pupils to seek opportunities to undertake work experience is required.

Assessment

The course is assessed as follows:

Internal assessments set by Pearson's and externally moderated. The internal assessments are completed under supervised assessment over a number of hours.

External assessment set and marked by Pearson completed in 2 hours.

Art

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
<p>Possessions</p> <p>The work of Matilda Tristram Drawing – pencil / pen / wash Painting – watercolour pencil Synthetic Cubism Collage Photography</p> <p>Still Life</p> <p>Drawing – graphite Proportional measuring Tonal value Painting Colour theory Colour mixing Watercolour</p> <p>Printmaking</p> <p>Photography Collagraph Relief sculpture</p> <p>Nahem Shoa Sarah Amos Giorgio Morandi Roma Tearne Henri Matisse</p> <p>Geometry and Nature</p> <p>Drawing Painting Textiles</p> <p>Escher Anni Albers Paul Klee</p> <p>Ceramics</p> <p>Drawing Slab pots Glazing</p>	<p>Portraiture</p> <p>Various artists Drawing – graphite Photography Proportion Measuring Tonal Value Collage</p> <p>Grotesques</p> <p>Various artists and artworks Drawing Exaggeration Emotive gesture Archetypes Painting</p> <p>Mask-making</p> <p>Paper sculpture Papier Mache Painting Glazing Drybrush</p> <p>Landscapes</p> <p>Drawing – perspective – pen and ink Watercolour layering and wash Mixed-media 3D theatre box Fauvism Derain</p>	<p>Artist / craftsperson / designer in a box</p> <p>Research Art Deco Clarice Cliff Drawing Painting Paper engineering</p> <p>Ceramics</p> <p>Research Drawing Ceramics</p> <p>Archetypes and Illustration</p> <p>Research Photography Narrative art / History painting Calligraphy and lettering Puppetry</p> <p>Orphic Textiles</p> <p>Drawing Painting Textiles – batik / tie-dye / embroidery / weaving</p> <p>Sonia Delaunay Contemporary fabric designers / houses</p>	<p>Portfolio Project One</p> <p>Potentially 60% of the final GCSE mark</p> <p>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</p> <p>Portfolio Project Two</p> <p>Potentially 60% of the final GCSE mark</p> <p>Title dependant on individual strengths and interests</p> <p>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</p>	<p>Portfolio Project Two</p> <p>In other years 60% of the final mark</p> <p>(Exam Set task) Portfolio Project Two / Three</p> <p>In other years 60% of the final mark</p> <p>NOTE: 2021/22 One project to be submitted accounting for 100% of the grade awarded</p> <p>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.</p> <p>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</p>

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

<p>Course Content and Skills</p> <p>The course provides an in-depth understanding of how computer technology works. OCR's GCSE in Computer Science will encourage learners to:</p> <ul style="list-style-type: none"> • 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 <p>Course Content is as follows:</p> <p>Computer systems</p> <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns <p>Computational thinking</p> <ul style="list-style-type: none"> • Algorithms * • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation
<p>Assessment</p> <p>Written papers: Two x 1 hour 30 minute written papers 100% (80 marks each)</p>

Design and Technology

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
<p>Fashion in metal Introduction to pewter casting, exploring the work of others to support basic designing, developing and introduction to CAD/CAM</p> <p>Fun & Games - Mircobit (Programming) Introduction to programming using the Microbit to design a range of games.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Knowledge & Understanding Taught units of knowledge and understanding are covered as follows:</p> <ul style="list-style-type: none"> • Designing principles • New and emerging technologies • Energy and materials • Systems and devices • Materials • Making principles • Timber based materials • Common Specialist Technical Principles <p>Skills taught through mock Non-Examination Assessment project:</p> <ul style="list-style-type: none"> • Identifying and investigating design possibilities • Producing a design brief and specification • Generating design ideas • Developing design ideas • Realising design ideas • Analysing & evaluating 	<p>Knowledge & Understanding Units of knowledge and understanding are tested monthly through HLT preparation:</p> <ul style="list-style-type: none"> • Designing principles • New and emerging technologies • Energy and materials • Systems and devices • Materials • Making principles • Timber based materials • Common Specialist Technical Principles <p>Skills demonstrated through the NEA project:</p> <ul style="list-style-type: none"> • 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

<p>Course Content and Skills</p> <p>This course focusses on the process of design development.</p> <ul style="list-style-type: none"> • 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 <u>range of materials</u> • 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
<p>Assessment</p> <p>50% written exam</p> <p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>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.</p> <p>Section C – Core Designing and making principles (50 marks) A mixture of short answer and extended response questions.</p> <p>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.</p>

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

<p>Course Content and Skills</p> <p>The course contains 5 units</p> <ul style="list-style-type: none"> • Two core skill units: <ul style="list-style-type: none"> ○ A1: Being Organised and ○ A2: Developing a personal progression plan • Three sector skill units <ul style="list-style-type: none"> ○ 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.
<p>Assessment</p> <ul style="list-style-type: none"> • 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

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
<p>Mime Effective use of 'mime rules' Creating short performances, working as a team Basic stagecraft Creating a performance, influenced by an artist</p> <p>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</p> <p>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</p> <p>Page to Stage Introduction to script work Communicating meaning through voice and body Basic stagecraft techniques</p> <p>The Island Rehearsal and performance techniques such as improvisation, hot-seating, narration and thought-tracking. Exploration of character Basic stagecraft techniques Writing in role</p>	<p>The Meld Using choreographed movement to create a scene Developing plot from a stimulus Effective scene changes Communicate setting to an audience</p> <p>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?'</p> <p>Shakespeare Introduction to a range of plays and characters Interpreting script and language Communication of meaning through voice and body Developing stagecraft techniques</p> <p>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</p>	<p>Physical Theatre Linear structure Cluster structure Restricted space (Off Balance theatre company)</p> <p>Style and Genre Representational Theatre Horror Body Props Naturalism Soap Opera</p> <p>Performing Arts Commission Analysis of character in script Analysing context (historical, cultural, social) Impact on the audience Working as director, performer and designer Responding to a brief</p> <p>Live Theatre Evaluation Verbalising and justifying opinions Describing, analysing and evaluating</p> <p>Puppets Use of puppets in performance, in different cultures Bringing a puppet to life Developing character and plot</p>	<p>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</p> <p>Live Theatre Evaluation Verbalising and justifying opinions Describing, analysing and evaluating Answering exam style questions</p> <p>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</p> <p>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</p>	<p>Live Theatre Evaluation Revisiting writing techniques Exam style question practice Adding detail to notes</p> <p>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</p> <p>Kindertransport Revision Revision of set text Answering exam style questions Revisiting key vocabulary</p> <p>Final Exam Completion of component 04 of the GCSE Section A (Set Text) and Section B (Live Theatre Evaluation)</p>

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
<p>KS3 Project: Fundamentals of Food.</p> <p>In this topic, pupils learn the basic skills needed to safely use a range of kitchen appliances and why they work.</p> <ul style="list-style-type: none"> • Knife skills • Use of the oven • Safety • Where food comes from and seasonality • Food science • Sensory analysis • Healthy Eating <p>Practicals: Fruit animals, granola bars, omelette, cookies, pasta, scones, ratatouille.</p>	<p>KS3 Project: Healthy versions.</p> <p>In this topic, pupils look at alternative ingredients, preparation methods and dietary requirements.</p> <ul style="list-style-type: none"> • Making dough • Making healthier choices and adaptations. • Food safety • Food science • Raising agents • Food and the environment • Alternative diets • Food labels <p>Practicals: Fruit muffins, spring rolls, swiss roll, macaroni cheese, pizza, chilli.</p>	<p>KS3 Project: International Cuisine.</p> <p>In this project, pupils look at how different cultures' food selection and preparation change.</p> <ul style="list-style-type: none"> • Farming methods and animal welfare • Safe cooking of meat • Nutrients • Cooking methods • Food science • Food miles and fair trade <p>Practicals: Cheesecake, goujons, welsh cakes, pasta (made from scratch), bolognaise, brownies, fajitas.</p>	<p>AQA GCSE Food Preparation and Nutrition:</p> <p>In this year, pupils learn a range of content in the AQA specification through four curriculum blocks:</p> <ul style="list-style-type: none"> • Food nutrition and health • Food science • Food safety • Food choice <p>Pupils will also practice and develop their culinary skills through a range of practicals and extended projects.</p>	<p>AQA GCSE Food Preparation and Nutrition:</p> <p>In this year, pupils learn the final content in the AQA specification through one additional curriculum block:</p> <ul style="list-style-type: none"> • Food provenance <p>Following this, pupils further develop their practical skills before undertaking practice and real Non Examination Assessments – or NEAs for short.</p> <ul style="list-style-type: none"> • NEA 1 • NEA 2 <p>Finally, pupils will prepare for their upcoming examinations through a range of revision and retrieval practices.</p>

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

<p>Statement of curriculum intent</p>	<p>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.</p>			
<p>Year 7</p>	<p>Year 8</p>	<p>Year 9</p>	<p>Year 10</p>	<p>Year 11</p>
<p>Introduction to Geography & local area Locational knowledge Interpreting maps Map skills Characteristics of Hampshire</p> <p>Raging Rivers Hydrological cycle physical processes Key landforms and features Flooding and flood management</p> <p>People Around the World population and density Global population issues UK population patterns Migration</p> <p>Wild Weather Types of weather and how it is measured Types of rainfall Microclimates Extreme weather</p> <p>World environments What is an ecosystem Location of world ecosystems Features of tropical rainforests Features of hot deserts</p>	<p>Spectacular Settlements Types of settlements Functions of settlements Informal settlements Land use models</p> <p>A Divided World Measuring development Why is development uneven across the world? Trade and Fair trade Aid and aid projects</p> <p>Coasts Physical processes Key landforms and features Coastal management</p> <p>Economic Activities Employment structures Globalisation Multinational corporations Agriculture</p> <p>Environmental Issues Green house effect Climate change causes and effects Responses to climate change Pollution Plastic in oceans</p>	<p>Rocks and Ice Types of rock Rock cycle Weathering Location ice and glaciers Features of glaciation Uses of glaciated environments</p> <p>Tourism Changes in tourism over time Types of tourism National Parks Impacts of tourism Ecotourism</p> <p>Fantastic Places – location and issues faced Svalbard Dubai Great Barrier Reef Las Vegas Stonehenge</p> <p>Hazards Plate tectonics and earth formation Effects and responses to earthquakes and volcanoes Tsunamis</p> <p>Asian Adventures Human and physical features of Asia Characteristics of China and Russia</p> <p>Africa Human and physical features of Africa Characteristics of Democratic Republic of Congo</p>	<p>Shaping the landscape – rivers and river management River process and landforms Flooding flood management</p> <p>Shaping the landscape coasts and coastal management. Coastal processes and landforms Coastal management Impact of climate change</p> <p>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</p> <p>Weather and climate The UK climate Distinctive climate zones? Weather hazards inc tropical storms and drought</p> <p>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.</p>	<p>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</p> <p>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</p> <p>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</p> <p>Water resources and management Supply and demand of water Over abstraction of water Water transfer scheme e.g., Lesotho highlands scheme Impact of drought</p> <p>Desertification Physical and human processes that lead to desertification How can desertification be managed?</p> <p>Fieldwork</p>

Overview of the Course – KS4

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

<p>Course Content and Skills</p> <p>There are three themes. Theme 1: Changing Places, Changing Economies. Theme 2: Changing Environments. Theme 3: Environmental Challenges.</p> <p>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.</p> <p>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.</p>
<p>How will I be assessed on this course?</p> <p>There are three examinations (components).</p> <p>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.</p> <p>Component 2: This is a problem-solving paper. It is 1hr 30 minutes long and is worth 30% of the qualification.</p> <p>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.</p> <p>Pupils are assessed regularly throughout the course with class discussion, exam questions and other written work and feedback is given on improvements needed.</p>

History

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
<p>The development of Church, state and society in Medieval Britain 1066-1509:</p> <ul style="list-style-type: none"> 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 	<p>The development of Church, state and society in Britain 1509-1745</p> <ul style="list-style-type: none"> 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 	<p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> 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 	<p>Medieval Health and Medicine</p> <p>The Elizabethan Age</p> <p>Early Modern Health and Medicine</p> <p>The Elizabethan Age</p> <p>Germany in Transition: Weimar Germany</p> <p>The Development of the USA: 1929-1945</p> <p>19th century Health and Medicine</p>	<p>Germany in Transition: Nazi Germany</p> <p>The Development of the USA: 1945-1960 economic recovery and civil rights</p> <p>20th century Health and Medicine</p> <p>The Development of the USA: political and social change 1950-2000</p> <p>Medieval Health and Medicine</p> <p>The Development of the USA: cold war / world peace</p>

Overview of the Course – KS4

Subject	History
Examination Board	EDUQAS
Specification	C100QS
Assessment	100% Examination

<p>Course Content and Skills</p> <p><u>The Elizabethan Age 1558-1603:</u> Elizabethan government, lifestyles of the rich and poor, popular entertainment, Religion, the catholic threat, the Spanish Armada and the Puritan threat.</p> <p><u>The USA 1929 to 2000:</u> 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.</p> <p><u>Germany 1918 to 1939:</u> 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.</p> <p><u>Changes in Health and Medicine 500 to present day:</u> 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.</p>
<p>Assessment</p> <p>Examination: Four exams in two sessions, contributing 100% of the final grade</p>

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	
<p>Autumn A - Les Bases Classroom language for instructions Greetings & introductions Where I live and countries Using the French alphabet and sounds Verbs 's'appeler/avoir/être' Counting to 31 & days of the week Talking about birthdays & ages</p> <p>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)</p> <p>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</p> <p>Spring B - Mon Collège Facilities, teachers & rules Using the present tense & er verbs Improving pronunciation Exploring customs & festivals (Pâques)</p> <p>Summer A - Mes Passe-temps Describing sports + hobbies Giving opinions of others Preferences, opinions + infinitives Using time markers</p> <p>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</p>	<p>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</p> <p>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"</p> <p>Spring B - Ma Vie Learning about films and giving complex opinions Arranging to go out using question structures Declining an invitation with justifications</p> <p>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</p> <p>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</p>	<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<p>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</p> <p>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</p> <p>Revision To be informed through pupils' use of self-analysis sheets</p>	

Overview of the Course – KS4

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

<p>Course Content and Skills</p> <p>On this course pupils will</p> <ul style="list-style-type: none"> • 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.
<p>Assessment</p> <p>Four Exams - 25 % each.</p> <p>Listening – understanding and responding to different types of spoken language.</p> <p>Speaking – communicating and interacting effectively in speech for a variety of purposes.</p> <p>Reading - understanding and responding to different types of written language.</p> <p>Writing – communicating effectively in writing for a variety of purposes.</p>

Modern Foreign Languages - German

<p>Statement of curriculum intent</p>	<p>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.</p>			
<p>Year 7</p>	<p>Year 8</p>	<p>Year 9</p>	<p>Year 10</p>	<p>Year 11</p>
<p>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</p> <p>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</p> <p>Spring A - Die Schule Talking about school subjects Using 'weil' to give opinions & justifications Improving word order Describing timetables Discussing school uniform</p> <p>Spring B - Die Schule Using 'sein' & 'ihr' Talking about facilities & rules Using prepositions – in/an/auf/heben Understanding longer texts Improving pronunciation</p> <p>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</p> <p>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</p>	<p>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</p> <p>Autumn B - Die Ferien Saying what you did using the perfect tense Talking about holidays in the past tense – giving details Asking & answering questions</p> <p>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</p> <p>Spring B - Bleib gesund! To talk about shops & shopping Learning body parts Talking about illnesses Talking about fitness & health</p> <p>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'</p> <p>Summer B - Nach der Schule Talking about reading preferences. Using prepositions with the dative Understanding opinions & media reviews Reading for gist</p>	<p>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</p> <p>Spring A - Wir gehen aus Making party food! Using sequencers Talking about your daily routine Asking for advice</p> <p>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</p> <p>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</p> <p>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</p>	<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Summer A - Im Urlaub Talking about holiday destinations Talking about the weather Discussing modes of transport accommodation Giving & understanding directions</p> <p>Summer B - Im Urlaub Ordering at a restaurant Shopping for souvenirs Describing problems Discussing holidays experiences Discussing holiday plans</p>	<p>Autumn A - Willkommen 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</p> <p>Autumn B - Willkommen bei mir Discussing traditional German meals Explaining how you stay fit & healthy</p> <p>Rund um die Arbeit Describing jobs & places of work Asking & answering questions Using conjunctions & intensifiers Understanding job descriptions</p> <p>Spring A - Rund um die Arbeit Preparing a personal profile for a job Talking about dream jobs Discussing reasons for learning MFL</p> <p>Eine wunderbare Welt Describing international festivals & events Discussing ways of being involved in sporting events Debating the pros & cons of a global sporting event</p> <p>Spring B - Eine wunderbare Welt Coping with numbers & dates Looking at social problems Environmental issues</p> <p>Summer A - Revision To be informed through pupils' use of self-analysis sheets</p>

Overview of the Course – KS4

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

<p>Course Content and Skills</p> <p>On this course pupils will</p> <ul style="list-style-type: none"> • 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.
<p>Assessment</p> <p>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.</p>

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	
<p>Musical Elements Learn and apply vocabulary to describe Musical Elements Rhythmic notation Vocal performance Treble clef notation Keyboard skills Descriptive composition</p> <p>Chinese New Year Learn about Chinese New Year traditions, dances and celebrations Pentatonic performance Chinese instruments Create a pentatonic composition suitable for celebration</p> <p>Rap Learn about background and context of Rap music Rap performance Analyse use of Riffs Rap composition</p> <p>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</p> <p>Caribbean Music Background, context and musical features of Caribbean Calypso Vocal performance Calypso composition</p>	<p>Reggae Learn about context and features of Reggae music Reggae performance Reggae riff and chords composition</p> <p>Indian Music Learn about instruments and structure of classical Indian music Indian raga improvisation Bhangra features Indian fusion composition</p> <p>Signature Tunes Appraise a range of signature tunes from different genres Perform and analyse pre-existing theme Compose and perform own signature tune</p> <p>Rock 'n' Roll Characteristics and social impact of Rock 'n' Roll music Rock 'n' Roll group performance and evaluation</p> <p>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</p> <p>World Rhythms Exploration of syncopation, ostinati and cross rhythms through African drumming and Samba music</p>	<p>Blues Background, context and characteristics of Blues music 12 bar Blues Blues improvisation Blues performance Blues song composition</p> <p>Ground Bass Listening and analysis of Ground Bass examples from Baroque period to present day Arrangement of Pachelbel's canon Own Ground Bass composition</p> <p>Popular Song Learn how chords, structure and texture are used in popular songs Group song performance The 'magic 4' chords Songwriting project</p> <p>Minimalism Context and features of minimalist music Tubular Bells arrangement Own minimalist composition</p> <p>Music Technology Analysis of structure, texture and development in dance music Use of music software to create original composition</p> <p>Class Concert Project Final self-selected performance and/or composition project to showcase skills learnt throughout KS3 music.</p>	<p>Musical Elements Recap, develop and consolidate prior learning about musical elements Basic music theory Development of individual composition technique and solo performance skills (AOS1)</p> <p>AOS 2 – Concerto Through Time Musical Periods (Baroque, Classical, Romantic) Development of the Orchestra Solo concerto and concerto grosso Variations and cadenza</p> <p>AOS 4 – Conventions in Popular Music Rock 'n' Roll Rock Anthems Pop Ballads Solo Artists research project Songwriting project</p> <p>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</p> <p>Music Theory & Composing skills Developing theory Musical dictation skills Composition 1</p>	<p>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</p> <p>Mock Exam Preparation Recap of whole course in preparation for mock exams RAG analysis</p> <p>Solo Performance Recording of final solo performance</p> <p>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.</p> <p>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</p> <p>Ensemble Performing Ensemble practice Mock performance, feedback and development Final recording of ensemble performance.</p>	

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 2022-2023

Physical Education

Physical Education				
Statement of curriculum intent				
Year 7	Year 8	Year 9	Year 10	Year 11
<p>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.</p>				
<p>Invasion games Establish basic skills Knowledge and understanding of the rules Moving & control of a ball Communication skills Coaching</p> <p>Striking and fielding Establish basic skills Knowledge and understanding of the rules Developing co-ordination skills</p> <p>Gymnastics Body Awareness & control Basic floor routines Traveling Mirror Cannon Unison Aesthetics</p> <p>Dance Basic movement skills Routines Timing Patterning Aesthetics</p> <p>Outdoor and Adventurous Activity Teamwork Problem solving skills Communication skills</p> <p>Athletics Basic running technique Throwing technique Jumping technique</p> <p>Badminton Basic skill Coordination skills Backhand serves Forehand & backhand Knowledge and understanding of the rules</p>	<p>Invasion games Developing skills & tactics Strategies & skills to encourage success Knowledge of application of rules Developing communication Coaching and Officiating</p> <p>Striking and fielding Developing skills & tactics Knowledge of application of rules Refining co-ordination skills</p> <p>Gymnastics Individual and group work Traveling Balances Work on larger equipment.</p> <p>Dance Individual and group Choreography Motif work</p> <p>Outdoor and Adventurous Activity Effective communication skill Use of maps Map orientation</p> <p>Athletics Fitness through running More advanced running techniques Sprint starts</p> <p>Table Tennis Basic skill Coordination skills Forehand & backhand Knowledge and understanding of the rules</p> <p>Badminton Development of skills Introduction of length & width Forehand serves Application of the rules and tactics Introduction of doubles</p>	<p>Invasion games Developing more advanced individual & team skills. Using agreed tactics in games. Strategies for success. Analysing the effectiveness of decisions within games.</p> <p>Striking and fielding Working to strength within a team Broadening & refining skills Officiating</p> <p>Dance Motif manipulation Large group choreography and use of props</p> <p>Outdoor and Adventurous Activity Effective communication. More advanced map work Compass work</p> <p>Athletics Refine more advanced techniques. Relay change over</p> <p>Table Tennis Development of skills Introduction of spin Forehand & backhand serves Application of the rules and tactics</p> <p>Badminton Refinement of skills Development of overhead shots Development of tactics Development of doubles Use of game play analysis.</p> <p>Health Related Fitness Gain knowledge of health & fitness. Understanding their bodies in practical situations. Understand different training types. How can be applied to individuals.</p>	<p>Core Physical Education. Activities based on encouraging participation. Emphasis on Social, Mental & Physical welling being. A wide variety of activities designed for:</p> <ul style="list-style-type: none"> • Development of skills • Development of communication skills • Development of physical fitness • Development of personal confidence • Offering a variety of experiences <p>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</p>	<p>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</p>

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

Religious Education				
Statement of curriculum intent		<p>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.</p> <p>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.</p> <p>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.</p>		
Year 7	Year 8	Year 9	Year 10	Year 11
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Hinduism Our big question is 'How can you believe in only one God but worship lots of Gods?' Looking at concepts of Brahma, Atman, Dharma and Karma by evaluation if there is only one God in Hinduism.</p>	<p>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?</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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?'</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Buddhism Practices (Paper 1) Studying how the dhamma is put into practice in the lives of Buddhists everyday through worship, meditation, festivals and ceremonies.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

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

<p>Course Content and Skills</p> <p>Units studied cover the following areas:</p> <ul style="list-style-type: none"> • Paper 1 – Religious, Philosophical and Ethical issues in the Modern World <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Christianity: beliefs, teachings and practices ○ Buddhism: beliefs, teachings and practices <p>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.</p>
<p>Assessment</p> <p>The course is assessed by examination only, with two exams each lasting 1 hour 45 minutes, covering the topics listed above.</p>

PSHE

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
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Careers This unit helps pupils start thinking about their future choices. It includes career pathways, further education, higher education and career structures.</p> <p>E-safety Helping pupils stay safe online. This unit includes how to report indecent images, cyber bullying, online gaming risks and accepting cookies.</p>	<p>How we learn This units helps pupils 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>E-safety Helping pupils stay safe online. This unit includes how to report indecent images, cyber bullying, online shopping and crowd funding.</p> <p>Sex and relationships This unit starts looking at intimate relationships. It includes peer pressure, consent, decisions around "why have sex", contraception and sexting.</p>	<p>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.</p> <p>E-safety Keeping pupils safe online. How to report harassment and stalking, managing risk online, comparison of people and positive viral content.</p> <p>Careers Preparing pupils for their Key Stage 4 options choices. This includes units on guessing careers, rating subjects and creating a skills profile.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>E-safety Keeping pupils safe online into the future. It includes internet and stress, fake news, online banking and internet revision.</p>

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
<p>Through the tutor based PHSE programme pupils will:</p> <ul style="list-style-type: none"> Explore the career pathways of adults they know. Understand what further and Higher education is. Raise awareness of career structures within organisations. <p>During career event days pupils will:</p> <ul style="list-style-type: none"> 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. 	<p>Through the tutor based PHSE programme pupils will:</p> <ul style="list-style-type: none"> 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. <p>During career event days pupils will:</p> <ul style="list-style-type: none"> Take part in a trip called 'Get Inspired' that enables pupils to interact with local further education providers and local businesses. 	<p>Through the tutor based PHSE programme pupils will:</p> <ul style="list-style-type: none"> Explore reasoning behind making decisions. Undertake GCSE subject exploration. Identify skills sets. <p>During Futures Day; a career event day, pupils will:</p> <ul style="list-style-type: none"> 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. <p>Pupils with option concerns are offered a one-to-one careers interview with an independence careers advisor.</p>	<p>Through the tutor based PHSE programme pupils will:</p> <ul style="list-style-type: none"> 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. <p>During career event days pupils will:</p> <ul style="list-style-type: none"> 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. 	<p>Through the tutor based PHSE programme pupils will:</p> <ul style="list-style-type: none"> Explore further education courses. Carry out further education applications. Reflect upon your KS4 options. Explore apprenticeship opportunities. Complete a full careers plan. <p>During career event days pupils will:</p> <ul style="list-style-type: none"> 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 <p>All pupils in Year 11 are offered a one-to-one careers interview with an independence careers advisor.</p>