



BY THE END OF KEY STAGE 3

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Aims the national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.

Be proficient in drawing, painting, sculpture and other art, craft and design techniques

- Evaluate and analyse creative works using the language of art, craft and design

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Subject content

Key Stage 3: pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas & to use a range of techniques and media, including painting.

To increase their proficiency in the handling of different materials

To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

About the History of Art, Craft, Design and Architecture, including periods, styles and major movements from ancient times up to the present day.

TERM 1

Introduction to assessment objectives through short projects, comprising of designing & developing tasks

Going through the process of a short project and drawing tasks so students gain understanding about what is required at GCSE and how the marking process works.

Project 1 – Memphis Group

Researching the work of designers and developing ideas in a range of materials and styles, building and developing new skills. Furniture focussed outcome.

- Show an ability to develop ideas through investigation and critical understanding (AO1)
- Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes (AO2)
- Show an ability to skilfully record ideas and observations and intentions (AO3)
- Ability to present a personal response that realises their intentions (AO4)

TERM 2

Project 2 – Part 1 -Frank Lloyd wright

Researching the work of FLW and Mies Van de Rohe how nature and the environment inspired their work. A project with a focus on site planning, landscapes and structures.

- Show an ability to develop ideas through investigation and critical understanding (AO1)
- Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes (AO2)
- Show an ability to skilfully record ideas and observations and intentions (AO3)
- Ability to present a personal response that realises their intentions (AO4)

TERM 3

Project 2 – Part 2 – Container home development

Students begin to develop their own ideas for interior and exterior elements of their container homes and use a range of different approaches, incorporating 3D design software and interior production packages.

- Show an ability to develop ideas through investigation and critical understanding (AO1)
- Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes (AO2)
- Show an ability to skilfully record ideas and observations and intentions (AO3)
- Ability to present a personal response that realises their intentions (AO4)

YEAR 10

YEAR 11

Internally set assignment

Students will be given a practice question like their externally set assignment; this is designed to ensure they know the best approach to their next phase when it arrives.

This project will also build and develop new practical skills and styles that will assist them in their 40% ESA.

- Show an ability to develop ideas through investigation and critical understanding (AO1)
- Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes
- Show an ability to skilfully record ideas and observations and intentions (AO3)
- Ability to present a personal response that realises their intentions (AO4) – this is their final piece.

Externally set assignment

Students will receive their question paper at the beginning of January and work through assessment objectives 1-3 leading to final piece AO4

- Show an ability to develop ideas through investigation and critical understanding (AO1)
- Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes
- Show an ability to skilfully record ideas and observations and intentions (AO3)
- Ability to present a personal response that realises their intentions (AO4) – this is their final piece (10 hour exam)

Enrichment phase -

Completing, improving, further developing and annotating previous work based on formative assessment to develop weaker areas and core skills

Study Leave

Cultural capital: The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

Extra-curricular: Art clubs, during & after school and various trips are organised to extend students' knowledge & inspire future study.



Enrichment & Personal Development

Careers Education

YEAR 10	Sustainability, the environment, in house plastic recycling system. Social, moral & cultural issues embedded into KS4 curriculum, following on from KS3 curriculum.	YEAR 10	Students are encouraged to research careers within the industry, trips to local colleges are made available to look at industry opportunities, strong career guidance given in year 10 to help inform future choices, access to careers fair to see the wealth of opportunities available and variety of career paths for practical subjects in addition to A-Levels.
YEAR 11	Assistance with Stem club with year 8 & 9 with BAE competition & Rotary Technology Tournament. Access to specialised equipment as & when required to embed and develop knowledge and skills.	YEAR 11	Continued career guidance & support with college applications for those students wishing to pursue a career within the design industry particularly focussed on STEM related careers. Additional support for those students highlighted with potential, aptitude or a desire to progress within the field
Literacy & Numeracy	Students are required to read, understand and process information. In all areas of Design Technology, students are expected to read & understand instructions, process information and carry out more advanced literacy & numeracy tasks, the Unit 2 written exam comprises 20% numeracy related questions.	Catholic Ethos	Students are encouraged to display all the different aspects of the CTK WAY, working hard, being kind & conscious, following instructions in a respectful way, carrying out tasks to the best of their ability and encouraged to be the best person they can be, assisting others & always displaying kindness.



BY THE END OF KEY STAGE 3

Pupils should be able to develop their creative ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be able to:

To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas

To use a range of techniques and media, including painting

To increase their proficiency in the handling of different materials

To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

Write about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

TERM 1

TERM 2

TERM 3

YEAR 7 ART

Basic Art skills:

Mark-making;
observational drawing;
colour mixing;
experimenting with
media & colour.

Still-life –

Research the work of cubist artists Georges Braque and Pablo Picasso, exploring composition in the style of Michael Craig-Martin

Religious art –

Looking at the values of the CTK WAY, this includes: researching: developing ideas; selection of appropriate media & colour range. The students then create ceramic tiles in response to the task that is set. Looking at art from other cultures.

Assessments:

Development of ideas through critical understanding
Refining work through experimentation of media
Recording of ideas, with a focus on literacy
Personal response.

YEAR 8 ART

Developing Art skills:

Introduction to one and two-point perspective through use of technical drawing skills and use of vanishing points

Architecture –

Looking at architecture and the world around us, exploring the work of Lowry and De Chirico, exploring their local landscape and architecture and their use of perspective in art

Drawing for purpose -
Drawing from nature developing skills using a range of media and presentation of ideas.

Assessments:

Developing ideas through critical understanding
Refining work through experimenting with media
Recording ideas with a focus on literacy
Personal response.

YEAR 9 ART

Embedding Art skills:

Students are required to look and understand:

Still-Life –

Investigating the work of Giorgio Morandi

focussing on form, tone and symmetry using previous learning.

Landscape –

Drawing inspiration from Impressionists and surrealist students will continue to develop painting skills and use their understanding of depth and perspective in their work.

Portraiture –

Observational drawing. There will also be an investigation into portrait photography & photo editing techniques as well as using a range of media and contextual studies.

Assessments:

Developing ideas through critical understanding
refining work through experimenting with media recording ideas with a focus on literacy
personal response.

YEAR 10

Introduction to assessment objectives through short projects and drawing tasks
Going through the process of a short project and drawing tasks so students gain understanding about what is required at GCSE and how the marking process works.

Project 1 – Personal Identity

Investigating the work of an artist and developing recorded ideas in a range of media
Show an ability to develop ideas through investigation and critical understanding (AO1)
Show an ability to skilfully record ideas and observations and intentions (AO3)

Introducing further artists, designers or craftspeople, continuing to develop their abilities to record ideas in a range of creative ways. Begin to experiment with a range of ideas and techniques allowing the work to organically develop towards a final outcome
Show an ability to develop ideas through investigation and critical understanding (AO1)
Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes (AO2)
Show an ability to skilfully record ideas and observations and intentions (AO3)

Producing a personal outcome based on initial studies, developing contextual awareness and experimenting with a range of media and ideas
Ability to present a personal response that realises their intentions (AO4)

Project 2 – clay design

Students will develop 3 pages of studies exploring a ceramic artist, a selected theme and the development of their own three-dimensional response.
(AO1, 2 & 3)

YEAR 11

Project 2 (continued from year 10) – clay manufacture

A range of hand-building techniques will be demonstrated before the students select which is most appropriate for their final piece
Ability to present a personal response that realises their intentions (AO4)

Project 2 – clay decoration

Having made their final piece students will decorate work using most appropriate methods
Ability to present a personal response that realises their intentions (AO4)

Externally set assignment

Students will receive their question paper at the beginning of January and work through assessment objectives 1-3
Show an ability to develop ideas through investigation and critical understanding (AO1)
Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes
Show an ability to skilfully record ideas and observations and intentions (AO3)
Ability to present a personal response that realises their intentions (AO4)

Enrichment phase -

Completing, improving, further developing and annotating previous work based on formative assessment to develop weaker areas and core skills

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Completing, improving, further developing and annotating previous work based on formative assessment to develop weaker areas and core skills

Study Leave

Across Creative Arts at KS3 there is an Enrichment phase at the end of the school year, this is driven by embedding or re-visiting key skills and key knowledge that students may need further instruction in, this also builds into the next school term, in terms of building core skills & the golden thread.

Cultural Capital: sustainability, food miles, the environment, social, moral & cultural issues, recycling, industry, cultural influences & awareness. Importance of historical awareness in modern society. Extra-curricular: stem club, art club, dance club & drama clubs as well as the CTK choir.



Enrichment & personal development

Careers Education

YEAR 7	DT & ART Sustainability, the environment, in house plastic recycling system. Social, moral & cultural issues embedded into ks3 curriculum. Stem club with year 8 & 9 with BAE competition. In addition, regular art clubs held in lunchtimes & after school to enrich curriculum & encourage students to develop creatively.	YEAR 7	DT & ART Research into job roles: DT & Art and Design jobs in industry. Pupils look at different jobs in manufacturing & design industries, understand importance of jobs in stem subjects. Students have the ability to design and make their own products from conception to completion. Regular links made to industry and industry requirements. Exposure to new & emerging technologies that provide future job opportunities.
YEAR 8		YEAR 8	
YEAR 9		YEAR 9	
Literacy & Numeracy	Students are required to read, understand and process information. In all areas of the Creative Arts subjects students are expected to read & understand instructions, process information and carry out basic literacy & numeracy tasks in lessons when required.	Catholic Ethos	Students are encouraged to display all the different aspects of the CTK WAY, working hard, being kind & conscious, following instructions in a respectful way, carrying out tasks to the best of their ability and encouraged to be the best person they can be.



Christ the King Catholic High School Creative Arts – National Curriculum Key Stage 2 expectations 2026 - 2027

Design Technology - Key Stage 2

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition - As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Students generally start year 7 with some of the skills listed but their understanding is limited due to primary school facilities being limited and varied. It should also be noted that at KS3 & KS4 DT is generally taught by subject specialists.

Art - Key Stage 2

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

On arrival to high school students experiences of Art & Design are varied, this is due to the confidence or skill levels of the primary school teaching, also the quality of provisions they may have access to. Some students with an interest in Art spend a lot of their own time developing the key skills at home and generally have access to materials. As a result of this they are arriving with far greater skills than other students and are more likely to continue developing at a much greater rate.

Music - Key Stage 2

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Students complete a baseline assessment when they begin to assess their prior learning. Music in primary school is often taught by non-specialists, or outside providers and varies greatly across our catchment area. The majority of our students do not have the prior Key Stage 2 knowledge expected when they arrive in year 7.



YEAR 7 – DT (11WK)

YEAR 8 – DT (11WK)

YEAR 9 – DT (11WK)

TERM 1

Resistant Materials

Design, make & evaluate jigsaw puzzle with packaging.

Introduction to workshop
Understanding design brief & target market
Understanding job roles
Design ideas – creation and implementation
Product production - introduction to timbers and basic materials
Using hand tools with accuracy – measuring, cutting, sanding
Use of appropriate adhesives & finishes for rendering.
Using machinery tools – cutting & sanding.

TERM 2

Food Technology

Basic skills course -

Introduction to the food room
Hazards – hygiene & safety, personal hygiene and safety
Cross contamination & 4'cs
Key equipment – large and small scale
Washing up, weighing & measuring
Reading & following recipes, knife skills
Oven & hob safety, evaluating outcome & skills
Key temperatures, food spoilage
Practical's: Melting moments, fruit salad, rock buns, pin wheels
End of unit practical: Chicken dippers & potato wedges
Evaluating (writing frame used in a question-and-answer format)

TERM 3

Textiles – year 7

Introduction to textiles room
Hazards – health & safety and expectations
Design brief for product production
Introduction Fibres, synthetic & man-made
Practical skills building – hand sewing techniques
Introduction to Sewing machine, parts, threading and basic stitching
Sewing machine licence – pass or fail
Research for design ideas, mood board
Generate design ideas – leading to product production
Practical skills: running stitch, overstitch, backstitch, blanket stitch
French knot, chain stitch, sewing a button, cross stitch,
Threading and using a sewing machine.
End of unit practical assessment: phone case
Evaluating (writing frame used in a question-and-answer format)

Plan, design, make and evaluate a key ring using the 3D software & 3D printer.

Introduction to new & emerging technologies
Different types of manufacturing
Using 3D software – Onshape to complete tasks
Introduction to slicing software – Ultimaker Cura
Design brief & target market
Polymer research & development
ACCESS FM – secondary research into existing products
Generating a range of design ideas – simple to complex
Design iterations – prototype development (constraints & limitations)
Final product 3D printed & rendered using suitable materials.
Evaluating (writing frame used in a question-and-answer format)
Manufacturing skills
Designing (3D software), slicing, printing & finishing.

Function of ingredients & recipe adaptation

High risk foods & cross contamination
Importance of good nutrition
Macro & micronutrients
Correct temperatures, danger zone
Harmful bacteria & food poisoning symptoms
Shallow frying, knife skills, seasoning & sauce production
Vitamins & minerals, creaming, kneading,
Proving & adding methods
Functions and uses of various ingredients
Whisking methods and various presentation techniques
Practical's –
Chicken kebabs, fresh tomato sauce into pasta bake, bread, pizza, scones sweet & savoury.
End of unit practical: Vanilla swiss roll with jam.
Evaluating (writing frame used in a question-and-answer format)

Textiles – year 8

Year 7 re-cap knowledge and skills
Kokopelli tie dye cushion cover
Design brief & specification
Practical skills building – threading sewing machine
Sewing machine licence
Generate design ideas using pre-made templates
Practical skills: hand stitches from year 7, tie-dyeing, ironing, using fabric markers creating a pocket for cushion filling using hems, using sewing machine leading to product assembly
End of unit practical assessment: Cushion
Evaluating (writing frame used in a question-and-answer format)

Recycled plastic light project

Plan, design, make & evaluate
Introduction to potential job opportunities in the construction industry
Polymers, their issues and effects on the environment & history of production.
Research into machinery that can recycle and re-use everyday plastics as well as research into machines that cut, finish, bend & polish polymers.
Design brief & target market
ACCESS FM – detailed secondary research & analysis into existing products. Big picture – importance of product design. Manufacturing plan and prototype development.
Constraints and limitations.
Final product production and evaluation.
Evaluating (writing frame used in a question-and-answer format)
Developing manufacturing skills
Coping saws, pillar drills, scroll saws, adhesives, accuracy in production.

Multicultural cuisine

Different types of cuisine with a variety of ingredients from different countries.
Research into food presentation, different techniques and different skills. Organoleptic cooking, eating and evaluating.
Use & safety of specialist equipment further development of function of ingredients.
Spices – their use in cooking and medicinal benefits
Food labelling regulations including production.
Cultural research – looking into history of different countries, currency, religion, historical importance as well as authentic cuisines. Shortcrust pastry – correct formation & uses.
Whisking, weighing & measuring, oven safety, knife skills, stir frying, boiling, simmering, forming and shaping, kneading, proving, flavouring, thickening. Further development of presentation skills using colour and a variety of techniques linked to KS4.
Practical's –
Swiss roll stack, chicken chow mein, chicken curry, chocolate brownie, greek kofta & pitta bread.
End of unit practical: Apple lattice pie with optional custard
Evaluating (writing frame used in a question-and-answer format)

Textiles – year 9 –

Year 8 re-cap knowledge and skills
Sustainability & Upcycling
Design brief & specification
Generate design ideas using knowledge of industry – leading to product production
Student led design styles following chosen designer
Practical skills: planning, designing, fabric cutting, hand stitches, machine stitching, embellishing & applique. Template making, attaching zips or poppers. Creating a finished product.
End of unit practical assessment: Clothing or accessory product
Evaluating (writing frame used in a question-and-answer format)

TERM 1

TERM 2

TERM 3

Across Creative Arts at KS3 there is an Enrichment phase at the end of the school year, this is driven by embedding or re-visiting key skills and key knowledge that students may need further instruction in, this also builds into the next school term, in terms of building core skills & the golden thread.

Cultural Capital: sustainability, food miles, the environment, social, moral & cultural issues, recycling, industry, cultural influences & awareness. Importance of historical awareness in modern society. Extra-curricular: stem club, art club, dance club & drama clubs as well as the CTK choir.



Enrichment & personal development

Careers Education

YEAR 7	DT Sustainability, the environment, in house plastic recycling system. Social, moral & cultural issues embedded into ks3 curriculum. Stem club with year 8 & 9 with BAE competition. In addition, regular art clubs held in lunchtimes & after school to enrich curriculum & encourage students to develop creatively.	YEAR 7	DT Research into job roles: DT & Art and Design jobs in industry. Pupils look at different jobs in manufacturing & design industries, understand importance of jobs in stem subjects. Students have the ability to design and make their own products from conception to completion. Regular links made to industry and industry requirements. Exposure to new & emerging technologies that provide future job opportunities.
YEAR 8		YEAR 8	
YEAR 9		YEAR 9	
Literacy & Numeracy	Students are required to read, understand and process information. In all areas of the Creative Arts subjects students are expected to read & understand instructions, process information and carry out basic literacy & numeracy tasks in lessons when required.	Catholic Ethos	Students are encouraged to display all the different aspects of the CTK WAY, working hard, being kind & conscious, following instructions in a respectful way, carrying out tasks to the best of their ability and encouraged to be the best person they can be.

Christ the King Catholic High School: English – Curriculum Overview 2026 - 2027



KEY STAGE 2		YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
The English National Curriculum expects students at Key Stage 2 to read a wide range of age-appropriate texts fluently and accurately. Students should be able to read aloud with confidence, decode unfamiliar words, and demonstrate secure comprehension when reading both aloud and silently. They should summarise key ideas, retell stories in their own words, and read regularly for both pleasure and information. Students are also expected to infer meaning, including understanding unfamiliar vocabulary from context. In writing, students should be able to express ideas clearly and efficiently, using accurate grammar, punctuation and spelling with increasing control and ambition. Where students require additional support with decoding, a structured phonics programme should be in place. By the end of Year 6, students should be sufficiently fluent to access the Year 7 curriculum. They should understand audience and purpose, making appropriate choices in vocabulary and grammar. They should also begin to consciously control sentence structure and use increasingly precise, subject-specific and academic language.	TERM 1	Unit 1: Gothic Horror Writing Core knowledge: Gothic conventions, narrative structure, figurative language Core skills: Descriptive writing, creating atmosphere, building tension, sentence control Fast Read: Cirque du Freak Unit 2: Cirque du Freak Core knowledge: Narrative perspective, characterisation, themes, tension Core skills: Inference, analytical writing (P.E.E.), language analysis, writing for suspense Unit 3: A Midsummer Night's Dream Core knowledge: Shakespearean language, themes, character and plot Core skills: Reading challenging texts, analysis, oracy through performance, written response Unit 4: Poetry – Relationships & Identity Core knowledge: Poetic forms, structure, literary context Core skills: Analysis and comparison, identifying techniques, creative expression Unit 5: Advertising and Persuasive Writing Core knowledge: Persuasive techniques, audience and purpose, advert structure Core skills: Analytical writing, persuasive writing, adapting tone, presenting ideas Progression and Golden Thread: Students develop core knowledge of narrative, language, form, and audience, applying this through analytical and creative writing, building a foundation for KS3 and GCSE study. Students have a one-hour reading lesson every fortnight to develop fluency, vocabulary and reading for pleasure.	Fast Read: Animal Farm Unit 1: The Novel – Animal Farm Core knowledge: Allegory, power and corruption, revolution, propaganda, character symbolism Core skills: Inference and critical reading, analysing language and structure, developing analytical writing Unit 2: Non-Fiction – News & Media Core knowledge: Bias, viewpoint, fact vs opinion, media influence, article structure Core skills: Analysing non-fiction texts, evaluating credibility, writing for purpose and audience Unit 3: Shakespeare – Macbeth Core knowledge: Themes of ambition, power and morality, Shakespearean language, character development Core skills: Textual analysis, use of evidence, understanding dramatic methods, extended writing Unit 4: Spy Thrillers Core knowledge: Genre conventions, narrative structure, suspense and tension, character roles Core skills: Reading for inference, analysing structure, crafting engaging narratives Unit 5: Poetry – Nature & Place Core knowledge: Poetic forms, imagery, language techniques, comparison across poems Core skills: Analysing and comparing poetry, exploring writer's methods, expressing interpretations clearly Progression and Golden Thread: Students deepen understanding of theme, characterisation and structure across a range of texts. They analyse how writers construct meaning and apply this through extended writing, comparison, and evaluation of fiction and non-fiction. Students have a one-hour reading lesson every fortnight to embed reading habits and strengthen comprehension.	Unit 1: The Power of Speech Core Knowledge: Persuasive language, rhetoric, speech structure, historical context, audience and purpose Core Skills: Analysing speeches, crafting persuasive arguments, structuring speeches, confident oracy and delivery Unit 2: Power and Conflict Core Knowledge: Power dynamics, conflict, social justice, thematic development, character and context Core Skills: Critical reading, analysing themes across texts, evaluating ideas, developing analytical responses Unit 3: Non-Fiction Reading & Writing Core Knowledge: Text types, viewpoint and perspective, language and structure, comparison Core Skills: Evaluating non-fiction, comparing ideas, analysing writer's methods, transactional writing Unit 4: Power & Conflict Poetry Core Knowledge: Poetic forms, themes of war and conflict, voice, context and literary heritage Core Skills: Analysing and comparing poems, interpreting language and structure, developing informed responses Unit 5: Suburbia Core Knowledge: Social commentary, environment, audience and purpose, non-fiction forms Core Skills: Writing for different purposes, crafting viewpoint writing, analysing real-world issues, adapting tone and structure Progression and Golden Thread: Students consolidate knowledge of context, perspective and thematic development across a range of texts. They analyse rhetoric, social commentary and poetic voice, applying this through comparison, argument, and extended writing. Students have a one-hour reading lesson every fortnight to enhance critical reading and analytical skills.	Unit 1: Romeo and Juliet Core Knowledge: Tragedy, Shakespearean context, characterisation, themes, poetic structure Core Skills: Analysing language and structure, interpreting character and theme, using evidence in extended responses Fast Read: A Christmas Carol Unit 2: A Christmas Carol Core Knowledge: Victorian context, social class and responsibility, narrative methods, writer's purpose Core Skills: Analytical reading, exploring context, evaluating themes, structured essay writing Unit 3: Component 1 – Narrative Writing Core Knowledge: Narrative structure, tone, character creation, descriptive techniques Core Skills: Crafting engaging narratives, controlling structure, developing style and vocabulary, accurate technical writing Unit 4: Component 1 – Reading Fiction Core Knowledge: Narrative voice, mood and setting, language and structure, characterisation Core Skills: Close analysis of unseen fiction, interpreting writer's methods, selecting and embedding evidence Unit 5: Poetry Anthology – War, Conflict & Nature Core Knowledge: Poetic form, theme, voice, language and context Core Skills: Analysing and comparing poems, evaluating methods, writing comparative responses Progression and Golden Thread: Students secure knowledge of GCSE texts, language forms and assessment requirements. They apply this through analytical, comparative and narrative writing, developing confident and structured responses aligned to exam expectations. One lesson per fortnight is interleaved to revisit and reinforce prior knowledge and skills.	Unit 1: Component 2 – Comparing Non-Fiction and Transactional Writing Core Knowledge: Non-fiction text types, comparison, language analysis, audience and purpose Core Skills: Evaluating viewpoints, comparing texts, analysing language and structure, transactional writing Unit 2: Poetry Anthology – Love & Relationships Core Knowledge: Poetic form, voice, theme, language and context Core Skills: Comparing poems, analysing writer's methods, constructing comparative essays Fast Read: Blood Brothers Unit 3: Blood Brothers Core Knowledge: Social and historical context, genre of drama, characterisation, themes Core Skills: Analysing dramatic methods, exploring context, using evidence, extended analytical writing Unit 4: Unseen Poetry Core Knowledge: Poetic techniques, structure, theme, language Core Skills: Analysing unseen texts, interpreting meaning, selecting evidence, responding critically Unit 5: Revision Block Core Knowledge: Key texts, language forms, exam requirements Core Skills: Retrieval and recall, exam technique, timed responses, refining analytical and comparative writing Progression and Golden Thread: Students consolidate literary and linguistic knowledge to develop confident, precise and independent responses. They apply their understanding of texts, form and context through analysis, comparison and unseen interpretation in preparation for GCSE examinations.
	TERM 2					
	TERM 3					

Cultural Capital: The English curriculum at Christ the King Catholic High School is designed to broaden students' cultural capital through the study of diverse texts, themes and contexts. Students develop a deeper understanding of literature while gaining insight into different perspectives and experiences. Alignment with the Eduqas GCSE specification ensures students engage with meaningful and relevant material, equipping them with the cultural knowledge and awareness needed for academic success and active participation in modern society.

Extra-Curricular: The English Department offers a range of enriching opportunities, including author visits, theatre trips, writing competitions and literacy initiatives. These experiences enhance the curriculum, supporting students to become confident, independent learners with strong communication and critical thinking skills, preparing them for further study and future careers.

Christ the King Catholic High School: English Department - Curriculum Overview 2026 - 2027



ENRICHMENT & PERSONAL DEVELOPMENT

CAREERS EDUCATION

YEAR 7	In Year 7, we foster a love of reading through our Book Buzz launch. Students choose from a wide range of titles, ensuring accessibility and engagement for all, and each student receives a book to keep. Across Key Stage 3, students take part in a range of enriching activities designed to develop literacy and promote a love of reading and writing:	These units link specifically to careers in marketing and advertising. Students begin to make links between English and future careers through exposure to a range of literary genres and creative opportunities. Study of Gothic fiction encourages interest in careers such as writing and publishing. Engagement with <i>A Midsummer Night's Dream</i>, including performance, introduces pathways into acting, directing and the creative industries. Units on rhetoric and persuasive writing also support awareness of careers in marketing, advertising and media.
YEAR 8	• Reading Activities: Students engage in regular reading opportunities to build confidence, explore new genres and develop independent reading habits. • Young Writers: Students participate in writing competitions, providing a platform to develop creativity and showcase their work.	Students explore a range of texts across different forms and purposes, developing an understanding of how language is used in real-world contexts. This supports awareness of careers in journalism, media and communications. The study and performance of <i>Macbeth</i> further strengthen links to careers in theatre, performance and the creative arts.
YEAR 9	• Media Literacy and Fake News: In Year 8, students explore how information is presented and manipulated, creating their own news reports to develop critical thinking and media awareness. • Author Visits: Visiting authors, such as Tom Palmer, offer insight into the writing process and inspire students to engage more deeply with literature. These opportunities enrich students' learning and support their development as confident, reflective readers and writers.	Students engage with complex social and political themes through speech and non-fiction units. They develop skills in argument, analysis and evaluation, supporting pathways into careers such as law, politics, journalism and activism. The curriculum encourages students to think critically about society and their role within it.
YEAR 10	Year 10 students undertake training to become Reading Buddies, supporting younger students with lower reading ages. This develops their own literacy skills while fostering responsibility, leadership and mentoring.	Students apply their skills in more structured and purposeful ways, supporting preparation for future education and careers. The study of <i>Romeo and Juliet</i> reinforces opportunities in the creative arts, including acting, directing and playwriting. Non-fiction reading and writing units link directly to careers in journalism, media, public relations and digital content creation. Students also develop leadership and communication skills through roles such as Reading Buddies, fostering responsibility and mentorship.
YEAR 11	In Year 11, students are supported in preparing for their next steps through college and careers workshops. These focus on key employability skills, including CV writing, job applications and personal statements, ensuring students are well-prepared for further education or employment. The English curriculum promotes independence, critical thinking and effective communication, equipping students for life beyond school. Students also benefit from theatre trips to productions such as <i>Blood Brothers</i> and <i>A Christmas Carol</i>, enriching their understanding of texts and exposing them to storytelling beyond the classroom.	Students refine their analytical and communication skills, preparing for post-16 pathways. Through the study of GCSE texts, students explore themes such as social responsibility, inequality and morality, supporting interest in careers such as law, politics, charity work and public service. Continued engagement with non-fiction and transactional writing strengthens links to careers in journalism, marketing, media and communications. Students are also supported through workshops focused on employability skills, including CV writing, applications and personal statements.
LITERACY & NUMERACY	At Christ the King Catholic High School, the English curriculum develops core literacy skills - reading, writing and oracy - from Key Stage 3 onwards. Students engage with a diverse range of texts to promote critical reading and discussion, alongside explicit teaching of reading strategies and vocabulary, including skimming and scanning. Beyond the classroom, students benefit from author visits, theatre trips, writing competitions and national literacy initiatives. Integrated numeracy further supports confidence and exam readiness. Overall, the curriculum equips students to become articulate, thoughtful readers, writers and critical thinkers, prepared for further study and future employment.	CATHOLIC ETHOS At Christ the King, our English curriculum is thoughtfully designed to cater to the diverse needs of our students, embracing the Catholic ethos. Through the study of English language and literature, we aim to foster expressive readers, creative writers, and effective communicators, aligning with our commitment to a well-rounded education. Our inclusive approach ensures flexibility and high expectations for all, recognising the unique value of English education in exploring diverse perspectives while staying true to our Catholic identity.

Christ the King Catholic High School: **GEOGRAPHY DEPARTMENT** - Curriculum Map 2026-2027



KEY STAGE 2		YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
The National Curriculum for Geography states that pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America, including the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Locational knowledge: Students should be able to locate the world's countries using maps and name and locate countries, rivers, mountains and cities within the UK. They should identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and Physical Geography: Students should also be aware of geographical skills and fieldwork, having used atlas' to locate countries, use compasses and use fieldwork to observe, measure, record and present data findings for both human and physical geography. Geographical skills: Students should use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, along with using the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. They should use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	TERM 1	Are we lost without Geography? Key Themes: Map reading, GIS, continent/ocean knowledge, grid references, scale, graphs, physical and human geography. Rationale: This topic provides students with the basic skills needed to access the whole curriculum. We use the concepts of place and space to embed geographical knowledge and skills. Is it always wet in the North? Key Themes: Weather and climate, creating graphs, data collection and evaluation. Rationale: Building on KS2 knowledge of weather, carrying out a microclimate investigation and rain gauge experiment. Are humans the world's biggest problem? Key Themes: Pollution, recycling, plastics, fast fashion, social issues and global warming. Rationale: Looking at the major issues facing the planet and how we can overcome them. This knowledge is essential for topics in the future. How important is our local environment? Key Themes: Biomes, coasts, forests, rivers and cities and how humans interact with them. Rationale: Using the skills gained in the last topic to look into issues from a global scale to a local scale. Focus on The Fylde Coast, Preston and the River Ribble. How rich is Africa? Key Themes: Misconceptions, hot deserts, cultural geography and map skills. Rationale: The culture and history of Africa, including the climate, tribes, ecosystems and social issues. Should Antarctica be protected? Key Themes: Cold environment, ecosystems, tourism and debating skills. Rationale: Looking at a drastically different continent in order to see a cold environment and assess the opportunities and challenges in this location. Progression and Golden Thread: The use of enquiry questions for each topic gives students an opportunity to spark curiosity, think geographically and make connections between existing knowledge and new ideas. The Year 7 Geography curriculum allows for a gradual development of a golden thread as students to gather key skills in each unit that they will be using throughout their Geography learning journey at CK. Through learning about both the local and global environment through a variety of topics, students are able to have a clear idea of what it means to 'think geographically' before moving into Year 8.	Is living by a hazard a crazy choice? Key Themes: Layers of the Earth, tectonic plates, volcanoes, tsunamis and earthquakes, impacts and responses (social, economic, environmental and political). Rationale: A study of the Earth and the Earth's history, looking at the destructive nature of the natural world by using case study examples. Will Russia rule the world? Key Themes: Biomes, conflict, sustainability, development and migration. Rationale: A study of more countries and biomes, taking the climate, cultures and conflicts into account. How was the Lake District formed? Key Themes: Glaciation, erosion, deposition, transportation and tourism. Rationale: How our world has been shaped by glaciers, looking at the past and future landscapes. Is 8 billion enough? Key Themes: Population, biomes, development, GIS and cultures. Rationale: Looking at why people live where they do in the world and what can be done to solve over and under populated areas. Why is there conflict in the Middle East? Key Themes: food, energy and water and how different countries deal with shortages. Rationale: Looking at the opportunities and challenges of our 3 main natural resources. How fantastic is this rock that we live on? Key Themes: Fantastic places around the world and how they evolved, including the Arora borealis, Machu Pichu and the Grand Canyon. Rationale: Improving students culture capital and developing a curiosity for the world. Progression and Golden Thread: Students delve further into human and physical geography while starting to study key physical processes from unit 1, which they refer back to during each topic. The golden thread in Year 8 is students continuing to gain the skills to 'speak like a geographer' as social, economic, environmental and political ideas are introduced as more case studies are introduced, broadening student's locational knowledge. These are essential skills for moving forward to Year 9.	Why should we protect the living world? Key Themes: Rainforests, biomes, hot deserts and ecosystems. Rationale: How people interact with the natural environment and how plants and animals interact with the environment around them. We focus on the tropic rainforest and hot deserts. Should a road be built through the Amazon? (Issue Evaluation) Key Themes: Persuasive language, decision making skills, rainforests and adaptations. Rationale: Students use knowledge gained in the living world topic to answer the enquiry question using evidence and decision-making skills. Is the world getting smaller? Key Themes: Globalisation, fast fashion, responses, history of the Earth and case studies. Rationale: In this topic we look at globalisation around the world and the results of these phenomena. Is the Maldives going to disappear? Key Themes: Climate change, global warming, greenhouse gases, mitigation, adaptation and persuasive writing. Rationale: The causes and effects of climate change. Looking at the history of our planet and what we can do to help protect our world. Will we run out of natural resources? Key Themes: food, energy and water and how different countries deal with shortages. Rationale: Looking at the opportunities and challenges of our 3 main natural resources. Can Geographers help to solve crime? Key Themes: GIS, map reading, decision making skills and locational knowledge. Rationale: Using geographical skills to understand where crime happens and why it happens. Practice decision making skills and put skills into real life scenarios. Progression and Golden Thread: The topics from Years 7 and 8 are built upon with a mixture of human and physical topics. The golden thread in Year 9 gives students opportunities to gain further geographical skills, including persuasive writing, public speaking, debating and decision-making skills. These are key skills in the geography GCSE, along with cross curricular subjects.	How do waves shape the UK coastline? Key Themes: Coasts, erosional processes, deposition and transportation, sea defences and landforms. Rationale: This topic looks at the natural processes of coasts. We focus on how the coastline of the UK is constantly changing and how humans interact with and manage the coast. How do cities grow? (Rio) Key Themes: Development, migration, urbanisation, HIC's/LIC's/NEE's. Rationale: This topic looks at the growth of cities around the world and how urbanisation in newly emerging economies are having impacts on the planet. We focus our studies on Rio De Janeiro. Why do the impacts of Tectonic hazards vary? (Nepal and Japan) Key Themes: Tectonics, impacts, responses, history of the Earth and case studies. Rationale: In this topic we look natural hazards and the impacts that they can have on people and the environment. We focus on the Nepal and the Japan earthquake. How has the UK economy and energy mix changed? Key Themes: Job types, economy, energy, renewables and the North South divide. Rationale: Recap on natural resources. We focus on energy and look at how the UK's economy has developed over time, along with the energy mix, the connections that the UK has with other countries around the world and how globalisation has had an impact on the UK economy. How is the world impacted by weather hazards? Key Themes: Hurricanes, global air pressure systems, impacts and responses to hazards. Rationale: This topic looks at global atmospheric processes and focusses on the impact of extreme weather events at both a global and a national scale. Should homes be built on floodplains? Key Themes: Rivers, changing landscapes, erosion, deposition, transportation. Rationale: This topic looks at the natural processes of rivers. We focus on how natural processes are shaping our physical environment and how humans interact with rivers, with a specific focus on the River Tyne. How do rivers change? (Fieldwork) Key Themes: Data collection and analysing. Rationale: This is where students collect their own primary data. They investigate the River Ribble and how the long profile of a river changes from source to mouth. They will also be looking into changes with Preston City Centre. Progression and Golden Thread:	How has the UK economy changed? Key Themes: Job types, economy, the European Union, Brexit, energy, renewables and the North South divide. Rationale: We look at how the UK's economy has developed over time, the connections that the UK has with other countries around the world and how globalisation has had an impact on the UK economy. What are Liverpool's challenges and opportunities? Key Themes: Liverpool, development, deindustrialisation and migration. Rationale: This topic looks at the growth of cities around the world and how deindustrialisation has had an impact on the city of Liverpool. How should we protect the living world? Key Themes: Rainforests, biomes, hot deserts and ecosystems. Rationale: Building upon knowledge from Year 9, students will revisit how people interact with the natural environment. Is Shell a blessing or a curse for Nigeria? Key Themes: Oil, sustainability, conflict and industrialisation. Rationale: In this topic we focus on Nigeria as a newly emerging economy (NEE). We look at the history of Nigeria, how Nigeria is becoming more developed over time and the impact of transnational corporations on Nigeria's development. Will all cities be sustainable in the future? Key Themes: Sustainability and the future. Rationale: Looking at Freiburg as our case study, students will understand what can be done to make places more sustainable and why this is necessary. Issue Evaluation (Paper 3) Key Themes: Analysing text and recapping essential geographical skills. Rationale: Students will be analysing the paper 3 pre-release document in preparation for the GCSE exam. Revision Block Key Focus: Comprehensive revision and consolidation of the GCSE syllabus. Rationale: The culmination of the GCSE curriculum, integrating and reinforcing all knowledge and skills for successful examination performance. Progression and Golden Thread: Each unit uses the skills gained throughout their learning journey to answer key enquiry questions to meet the GCSE exam expectations. The last term prepares the pre-release exam and revision in order for students to solidify their knowledge.
	TERM 2					
	TERM 3					

Cultural capital: The Geography curriculum at Christ the King Catholic High School significantly boosts students' cultural capital through introducing a variety of local and global case studies which broaden their cultural perspectives and eliminate any misconceptions which they might have about these places or cultures. **Extra-curricular:** The Geography Department ensure that students make the most of their time at CK and offers various extra-curricular opportunities including Eco Club, where we are working on gaining our Green Flag Award, The Duke of Edinburgh Award scheme and enriching visits. Students will also be involved in various fieldwork opportunities, from the microclimate study in Year 7 to the river study in Year 10 and have creative class and homework activities and competitions.



ENRICHMENT & PERSONAL DEVELOPMENT

CAREERS EDUCATION

YEAR 7	- In Year 7, key geographical skills are introduced, which are essential for their geographical learning journey, and pupils will gain a sense of place and locality. Students will carry out Microclimate fieldwork around the school grounds to get a sense of collecting and analysing data, key skills for their GCSE. - Once students have understood how weather is forecast, they will create their own weather report for Ctk to deliver in front of their classmates, improving their public speaking skills and confidence. - All students will have the opportunity to create a flag for Antarctica, where the winning flags will be sent to this frozen continent with a group of scientific researchers to be displayed for Antarctica Day. - Pupils will explore how life is in different parts of the world.	- Students will take on the role of being a weather reporter during their second unit, measuring the weather at Ctk and delivering their results. - Students will discover more about their local area and will carry out a litter pick around the school during the topic 'Are human's the world's biggest problem?' - Pupils will start to build up foundational skills that are transferable to cross curricular subjects and future careers.
YEAR 8	- Year 8 students build upon these skills and will have chance to become curious about the world by introducing a range of case studies on a global scale. - Students have the opportunity to be creative as they research and create a natural hazard for homework, examples include cardboard volcanoes and digital tsunamis. - The topic 'how fantastic is this rock we live on?' aims to develop a curiosity in the world around them and they will take part in an independent project where they will research and present a fantastic and impossible place.	- Students are exposed to the benefits of living by hazards and will be exposed to the salaries of certain jobs, such as a volcanologist. They will then take on this role for a lesson by predicting and preparing a town for a volcanic eruption. - Whilst studying 'How was the Lake District formed' students will hear from the Lake District Tourism Board who have been making changes to become more sustainable. During this meeting they will be introduced to different job opportunities in this field and understand the importance of working within sustainability. - During 'Can Geographer's solve crimes?' a police officer will discuss the importance of GIS in solving crimes and discuss career opportunities for geographers in the force.
YEAR 9	- Students create a climate change speech for their assessment of the topic, 'Will the Maldives be the first to disappear?' Here they will have the opportunity to read their speech aloud, gaining confidence and improving their persuasive and public speaking. Discussions on how we can do more take place as students also write a letter to our head teacher regarding things which can be done around school to become more sustainable, which will improve their persuasive writing skills. - The decision making exercise during the topic 'Should a road be built through the Amazon' gives students the opportunity to work as a team and think critically.	- Students will take the role of a climate change activist as they deliver a compelling climate change speech. - The Duke of Edinburgh Awards are offered to students in Year 9 in order for students to develop the skills and attitudes they need to become more confident and well-rounded individuals. These awards will benefit students with their CV's and also involve students gaining volunteering hours, sports skills and important life skills.
YEAR 10	- Year 10 will carry out river and tourism fieldwork in July, a necessary part of their Paper 3 Exam. They will go to the mouth of the River Ribble and measure the changes downstream, along with visiting Preston town centre to measure the footfall, building use and litter. - Pupils will evaluate how to solve and respond to global issues, such as poverty.	- Students are exposed to a range of areas around the world and within the UK, with a focus on the UK economy. We look at the different types of jobs available and which jobs are seen as being the most important in the UK, along with salaries. - While looking at the UK energy mix students will be given a debate exercise where they take on a job role for the fracking in Blackpool debate. This will give students an opportunity to see what jobs are available in this area, such as working for the local council, fracking company and Greenpeace.
YEAR 11	- Year 11 will have the opportunity to visit two contrasting areas of Liverpool to advance their knowledge for Paper one. Here they will be visiting the international slavery museum to expand their knowledge on Liverpool's history. - Pupils will continue to explore key themes and explore an array of case studies.	- Throughout the sustainability topic students will be exposed to the various jobs available in this growing area of employment. There are discussions about what jobs there will be in the future and opportunities for cities and businesses. - Students will explore key sectors of industry and future jobs linked to projects within the UK and on a global scale. - Pupils will leave with a vast array of transferable skills.
LITERACY & NUMERACY	At Christ the King Catholic High School, our Geography curriculum has been designed to include essential literacy and numeracy skills. This approach begins at Key Stage 3, where the key geographical skills are introduced and intertwined throughout their learning journey, including graph skills such as comparing and analysing data. Key literacy skills are also introduced from Year 7 as they will taught to 'speak like geographers' and be involved in debates and discussions on a range of topics. Our curriculum aims to spark a curiosity within our students for the world around them, the opportunities that a deep knowledge within geography can give them, prepared for the future with an open mind.	CATHOLIC ETHOS Our Geography curriculum is thoughtfully designed to embrace the Catholic ethos of Ctk. There is a focus on the importance of protecting our world from Year 7, with various discussions and focus on different countries and cultures. We look at how certain areas are more severely impacted than others and how we must work together to provide help to others in times of need. It is hoped that this curriculum will ensure that the pupils of Ctk are well rounded and open-minded individuals who have a sense of empathy, community and Catholic life.



BY THE END OF KEY STAGE 3

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key Stage 3

Understand and apply the principles of nutrition and health

Cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet

Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

Understand the source, seasonality and characteristics of a broad range of ingredients.

YEAR 10

TERM 1

Unit 1: Enables learners to gain & develop comprehensive knowledge & understanding of the hospitality & catering industry including provision, health & safety, and food safety.

Unit 2: Enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively

The course is structured in such a way that Unit 1 & Unit 2 work alongside each other to embed key skills that will allow students to have the knowledge and application to carry their Unit 2 Assessment which is worth 60% of their total grade.

Practical tasks will be assessed with a focus on production, efficiency, quality & presentation.

TERM 2

TERM 3

In term 3 students will continue to complete practical and theory lessons. Unit1 – theory content is completed in year 10, allowing the content to be re-visited again in year 1 to embed key knowledge, this prepares the students for their PPE1 & PPE2 in year 11. The lesson structure allows students to complete a range of basic, medium and complex skills to be acquired with a real focus on complete dishes with accompaniments that are also presented, this assists the Unit 2 NEA (non-examination assessment) that begins in term 2 of year 11.

EOYE examinations take place in June, these assist in gauging students' technical knowledge & inform future revision planning and gaps in knowledge.

YEAR 11

PPE's take place in November; these assist in gauging students' technical knowledge & inform future revision planning and gaps in knowledge.

Unit 1: enables learners to gain & develop comprehensive knowledge & understanding of the hospitality & catering industry including provision, health & safety, and food safety.

Unit 2: enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively

The course is structured in such a way that Unit 1 & Unit 2 work alongside each other to embed key skills that will allow students to have the knowledge and application to carry their unit 2 assessment which is worth 60% of their total grade.

Practical tasks will be assessed with a focus on production, efficiency, quality & presentation.

Controlled Assessment Task: (120 marks)

An assignment brief will be provided by WJEC, which will include a scenario and several tasks. The assignment brief will be set annually by WJEC and issued to centres in an assessment pack via the WJEC secure website.

2.1 The importance of nutrition

2.2 Menu planning

2.3 The skills and techniques of preparation, cooking and presentation of dishes

2.4 Evaluating cooking skills

Targeted revision sessions for:

Unit 1 – Hospitality & Catering Industry

40% of total grade 80 min paper – 80 marks in total

Study Leave

Cultural capital: awareness of different cultures, including social moral & cultural reasons.

Extra-curricular: students have the opportunity to take part in a variety of charity events held in school, promoting the CTK WAY.



Enrichment & Personal Development

Careers Education

YEAR 10	Students are continually encouraged to use those skills developed in lessons to enhance their own personal development. Students take part in a variety of activities in year 10 that promote the CTK WAY.	YEAR 10	Students are encouraged to research careers within the industry, trips to local colleges are made available to look at industry opportunities, strong career guidance given in year 10 to help inform future choices.
YEAR 11	Students focus on charity events such as Santa Dash and Bake off competitions that happens at the end of term 1 & look for other opportunities, these promote a positive mind set and a sense of being a team player.	YEAR 11	Continued career guidance & support with college applications for those students wishing to pursue a career within the hospitality & catering industry. Additional support for those students highlighted with potential, aptitude or a desire to progress within the field.
Literacy & Numeracy	Students are required to read, understand and process information. In all areas of Hospitality & Catering students are expected to read & understand instructions, process information and carry out more advanced literacy & numeracy tasks in all aspects of the course.	Catholic Ethos	Students are encouraged to display all the different aspects of the CTK WAY, working hard, being kind & conscious, following instructions in a respectful way, carrying out tasks to the best of their ability and encouraged to be the best person they can be, assisting others & always displaying kindness.



KEY STAGE 2		YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
The Mathematics National Curriculum in England for Key Stage 1 and Key Stage 2.	TERM 1	Unit 1: Analysing and displaying Data Key Skills: mode, median, range, tally charts, pictograms, bar charts, grouped frequency tables and comparing data Unit 2: Number Skills Key Skills: BIDMAS, addition, subtraction, division, multiplication, money, time, negative numbers, factors, multiples, primes, square numbers Unit 3: Expressions, Functions and Formulae Key Skills: function machines, collecting like terms, multiplying terms, writing expressions, substitution, writing formulae Unit 4: Decimals and Measures Key Skills: ordering decimals, decimal places, multiplying and dividing by 10, 100 & 1000, reading scales, mental calculations, operations with decimals, perimeter, area Unit 5: Fractions and Percentages Key Skills: comparing fractions, simplifying fractions, adding and subtracting fractions, fraction of an amount, fractions as decimals, percentage introduction, FDP, percentages of an amount Unit 6: Probability Key Skills: probability scale, calculating probability, experimental probability, expected outcomes Unit 7: Ratio and Proportion Key Skills: direct proportion, unitary method, writing ratios, equivalent ratios, ratios and fractions, proportion and percentages Unit 8: Lines and Angles Key Skills: measure and draw angles, drawing triangles, angle reasoning, angles in triangles and quadrilaterals Unit 9: Sequences and Graphs Key Skills: term-to-term rule, patterns and sequences, reading & plotting coordinates, midpoints, geometric sequences, horizontal and vertical lines, straight-line graphs, nth term Unit 10: Transformations Key Skills: congruent shapes, enlargements, symmetry, reflection, rotation, translations, combining transformations	Unit 1: Number Key Skills: estimation, long division, dividing decimals, operations with negative numbers, powers and roots, calculator use, factors and multiples, prime factor form, HCF, LCM Unit 2: Area and Volume Key Skills: area of a triangle, parallelogram & trapezium, volume & surface area of cubes and cuboids, nets and elevations, 2D representation of 3D shapes, metric & imperial units Unit 3: Statistics, Graphs and Charts Key Skills: pie charts, two-way tables, stem and leaf diagrams, scatter graphs, misleading graphs Unit 4: Expressions and Equations Key Skills: simplify expressions, expand brackets, factorise expressions, solving linear equations Unit 5: Real-life Graphs Key Skills: conversion graphs, distance-time graphs, line graphs, non-linear graphs Unit 6: Decimals and Ratio Key Skills: decimal places, significant figures, multiplying and dividing by decimals, dividing using ratios, ratio and proportion with decimals Unit 7: Lines and Angles Key Skills: properties of quadrilaterals, alternate angles, angles in parallel lines, angles in irregular polygons, solving geometric problems Unit 8: Calculating with Fractions Key Skills: ordering fractions, add, subtract, multiply and divide fractions, calculations with mixed numbers Unit 9: Straight-line Graphs Key Skills: direct proportion graphs, gradients of graphs, equations of straight lines Unit 10: Percentages, Decimals and Fractions Key Skills: FDP, proportion, one number as a percentage of another, percentage of an amount, percentage increase/decrease, reverse percentage	Unit 1: Indices and Standard Form Key Skills: rules of indices, estimation, negative indices, standard form for large and small numbers Unit 2: Expressions and Formulae Key Skills: solve equations with fractions, equations with unknown on both sides, substitution, writing and using formulae, rearranging formulae, indices with algebra, expanding double brackets Unit 3: Dealing with Data Key Skills: data collection, grouped frequency tables, questionnaires, mean from a frequency table, comparing data Unit 4: Multiplicative Reasoning Key Skills: enlargements, negative and fractional scale factors, reverse percentage, percentage change, compound measures, direct and inverse proportion Unit 5: Constructions Key Skills: maps and scale diagrams, perpendicular bisector, angle bisector, constructing accurate triangles Unit 6: Sequences, Inequalities, Equations and Proportion Key Skills: nth term, geometric and quadratic sequences, representing inequalities, solving equations involving fractions and powers, graphs of direct and inverse proportion Unit 7: Circles, Pythagoras and Prisms Key Skills: area and circumference of a circle, Pythagoras theorem, volume and surface area of prisms, calculating bounds and error intervals Unit 8: Graphs Key Skills: equation of parallel lines, drawing straight-line graphs using the equation, graphical simultaneous equations, quadratic graphs Unit 9: Probability Key Skills: mutually exclusive events, experimental and theoretical probability, sample space diagrams, probability using two-way tables and venn diagrams Unit 10: Comparing Shapes Key Skills: congruent and similar shapes, similar triangles, trigonometry to find unknown angles and sides,	Unit 1: Foundation: number work Higher: number work, standard form and surds Unit 2: Foundation: algebra basics Higher: algebra basics, solving equations, sequences Unit 3: Foundation: pie charts and scatter graphs, Higher: scatter graphs, averages Unit 4: Foundation: fractions and percentages Higher: fractions, percentages, ratio and proportion Unit 5: Foundation: equations, inequalities and sequences Higher: angles in parallel lines, polygons, Pythagoras theorem and trigonometry Unit 6: Foundation: angle reasoning, angles in parallel lines and polygons Higher: linear, quadratic and cubic graphs Unit 7: Foundation: sampling and averages Higher: area, volume, accuracy and bounds Unit 8: Foundation: perimeter, area and volume Higher: transformations, construction, loci and bearings Unit 9: Foundation: real-life graphs, straight-line graphs Higher: quadratic and simultaneous equations, inequalities Unit 10: Foundation: transformations Higher: probability	Unit 11: Foundation: ratio and proportion Higher: multiplicative reasoning Unit 12: Foundation: pythagoras and trigonometry Higher: similarity and congruency Unit 13: Foundation: probability Higher: further trigonometry Unit 14: Foundation: multiplicative reasoning Higher: cumulative frequency, box plots and histograms Unit 15: Foundation: plans, elevations, construction, loci and bearings Higher: expanding binomials, graphs of circles, cubes and quadratics Unit 16: Foundation: expanding double brackets, factorising and solving quadratics Higher: circle theorem Unit 17: Foundation: circles, cylinders, cones and spheres Higher: rearranging formulae, algebraic fractions, rationalising surds Unit 18: Foundation: reciprocals, indices and standard form Higher: vectors and geometric proofs Unit 19: Foundation: similarity, congruency and vectors Higher: area under graphs, direct and inverse proportion Unit 20: Foundation: rearranging formulae, simultaneous equations
	TERM 2					
	TERM 3					

Cultural capital: Buying and selling to make a profit and becoming aware of profit and loss. Using analogue clocks to read the time. Interpreting a bus/train timetable and calculating duration of journeys. Using a menu to order food items.

Extra-curricular: UKMT challenges for KS3 students; Oil Trading Game for Year 8 students; Cluedo Investigation for Year 9 students; Visit to LUSOM for Year 10 and Year 11 students; Lancaster University Masterclass for Year 10 students.

Christ the King Catholic High School: **Mathematics** - Curriculum Overview 2026 - 2027



ENRICHMENT & PERSONAL DEVELOPMENT		CAREERS EDUCATION	
YEAR 7	Year 7 students take part in the United Kingdom Mathematics Trust (UKMT) Challenge. The challenge has children utilise their mathematical reasoning and fluency in using the basic mathematical techniques learned from school to solve unique and interesting questions and challenges on the paper.	Students study a range of different topics. There is a focus on basic numeracy skills and developing real-life Mathematical skills and solving Money and Time problems. All careers involving numbers will benefit from this part of the curriculum. Some examples would be accounting, finance and engineering careers. All of these need a good grip on calculating and managing numerical data to succeed.	
YEAR 8	Year 8 students will take part in the Oil Trading Game. This activity links Mathematics, Science and Business Enterprise. This activity uses a realistic simulation of oil trading to explore supply and demand, market forces, and risk, in a fast-moving enterprise activity. Students also take part in The Real Game. It introduces students to the world of work and helps them develop an understanding of the options and opportunities available to them and the implications and importance of their choices. It is a useful step towards individual learning and career planning, including subject choice. It uses elements of role play, group work and individual investigation to help students develop knowledge, skills and attitudes they will need to assess and make decisions about further education, training and career options.	Students are introduced to ratios in Year 7 and then there is further study in Year 8. Ratios are an important part of the curriculum. Calculating ratios and proportions, using scale factors to compare lengths, and understanding how to divide quantities into ratios are some of the things covered in Year 8. Measuring and comparing quantities is a useful application in many career paths including financial analysis, measuring returns with investments and calculating the effectiveness of a marketing campaign. Also careers in catering and construction, will massively benefit from having a good grasp of ratios.	
YEAR 9	Year 9 students will take part in the Cluedo Murder Mystery Challenge. Students have to work in a team to solve different tasks. They will need to communicate effectively, work together and independently to solve the murder mystery. Whilst studying percentages students have the opportunity to study bank accounts and learn about interest, tax, discounts and profit and loss. They take part in purchasing pretend shares in companies and calculate the value of their shares after a percentage increase or decrease.	Students study Probability and Statistics. Probability covers topics like calculating probabilities of simple events and using probability trees, whilst statistics include understanding averages, and constructing and interpreting graphs and charts. There are many different careers probability and statistics can apply to, especially in our data-driven age. Market research, healthcare and the civil service are all options for those who enjoy statistics. As for probability, a strong understanding of the matter is needed for analysing risk and making informed decisions. This does well in data science, computer engineering and actuarial careers.	
YEAR 10	Year 10 students are visited by staff from Lancaster School of Mathematics (LUSOM). This is to encourage the more students to study Mathematics at college and consider a career in Mathematics. They are then encouraged to attend a school trip to LUSOM and visit the campus during their Open Evening. Students are also encouraged to apply to a workshop run by the Royal Institution and the University of Lancaster. Ri Mathematics Masterclasses are series of workshops led by experts from industry, academia and education. They offer students in-depth investigations of topics in mathematics combining theory with interactive exploration.	Students study several Geometry topics which include area, perimeter and volume. Architects, engineers and product designers use these skills regularly in their jobs, as a strong understanding of geometry is needed to design objects and buildings. These are also useful skills for more hands-on jobs like builder or carpenter.	
YEAR 11	Year 11 students are given further details for the Lancaster University School of Mathematics. They have the opportunity to attend online revision classes delivered by staff from LUSOM. This will aid them in preparing for their GCSE examinations. The more able students also have the opportunity to study GCSE Further Mathematics. This will give them an additional Mathematics qualification.	Year 11 students need a good understanding of Algebra. Algebra is essential for anyone pursuing a career in STEM fields. Computer engineers use algebra to write software programs; in scientific fields to model data; and in engineering, for things like designing circuit boards and analysing systems.	
LITERACY & NUMERACY	At Christ the King Catholic High School, our Mathematics curriculum is designed to nurture essential numeracy skills including addition, subtraction, division, multiplication, fractions, decimals and percentages. The numeracy skills they learn in maths will support them when they come to the more advanced topics they will learn, such as algebra and geometry, and will be essential in a range of other subjects. Mathematics has a language all of its own. Students will study subject-specific vocabulary. This will then help them in understanding mathematical concepts.	CATHOLIC ETHOS	At Christ the King, our Mathematics curriculum is thoughtfully designed to cater to the needs of our students. We focus on each individual and strive to develop basic mathematical skills, in all our students, which can be used in real-life. Maths can also be used to wonder at God's Creation. Discovering Pythagoras Theorem, Trigonometry and learning about properties of shapes will make students ponder more deeply about God's creations.

Christ the King Catholic High School: MFL – Curriculum Overview 2026 - 2027



KEY STAGE 2

The Modern Foreign Languages national curriculum stipulates that students in Key Stage 2 should demonstrate the ability to understand and respond to spoken and written language from a variety of authentic sources, speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

TERM 1

TERM 2

TERM 3

YEAR 7

Unit 1: All about me
Key Themes: Alphabet and key sounds. Giving personal information about myself and others (name and age). Spelling unfamiliar names using the Spanish alphabet. Answering and asking questions.
End of unit: Phonics, transcribe and say short sentences, possessive article, key irregular verbs, reflexive pronouns, questions. Reading & listening, multiple choice questions.

Unit 2: At school
Key Themes: Describing school subjects likes and dislikes. Responding to questions with yes/no answers and extending sentences to justify your answer.
End of unit: Phonics, transcribe and say single words following SSC patterns, cognate awareness. Definite article, gender of nouns.

Unit 3: Clothing
Key Themes: Talking about clothing including uniform. Describing what I wear and whether I like or dislike it.
End of unit: Phonics, adjectival agreements, present tense, indefinite articles.

Unit 4: My family & me
Key Themes: Pets, colours and names. Describing what people have (physical and character descriptions). Answering and asking questions and revisit 'tienes'. Words
End of unit: Expanding language. Word order, adjectival position, adjectival agreements, regular and irregular verbs in the present tense.

Unit 5: In my free time
Key Themes: Discussing what people like and dislike doing and why. Describing when people like doing things. Answering and asking questions.
End of unit: word order, adjectival position, adjectival agreements, impersonal verbs and pronouns. Infinitive verbs. Positive and negative statements listening and reading with distractors (opinion words/negatives).

Unit 6: In my free time, near future
Key Themes: Using the near future tense to compare things people do and describing when people do things. Answering and asking questions using the question words.
End of unit: All learning to date throughout the year.

YEAR 8

Unit 1: My house
Key Themes: Description of a place, location of objects, talking about the good and bad things. Talking about what people do. Asking & answering questions using the question words
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge and synonyms. Grammar understanding & application, prepositions. Ser vs estar, adjectival agreements, word order for possession. Infinitives and formation of adverbs. Speaking & Listening skills.

Unit 2: Where I live
 Describing where someone lives. Giving locations and justified opinions.
 Asking & answering questions using the question words ¿Dónde? and ¿Qué?

Unit 3: What's in my town
Key Themes: Describing what is in someone's town. Giving locations and justified opinions.
 Asking & answering questions using the question words ¿Dónde? and ¿Qué?
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge and synonyms/antonyms. Grammar & application of present tense 'ir' verbs. Using impersonal verbs. Adjectival agreement and position. Reading & writing skills.

Unit 4: Music
Key Themes: Using present tense verbs to describe our opinions on different types of Spanish music. Discussing adjectival agreement.
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge. Giving opinions and justifying them using a range of language. Adjectival agreement. Using plurals.

Unit 5: TV & Film
Key Themes: Using present tense verbs. Looking at Spanish TV and films and giving our opinions. Discussing adjectival agreement. Introduce comparatives más que and menos que. Asking and answering questions using 'cuál' and 'qué'.

End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge. Giving opinions and justifying them using a range of language. Adjectival agreement. Using plurals.

Unit 6: Holidays & weather
Key Themes: Saying where you go on holiday and what you do there. Describing the weather. Describing what your plans are for the near future.
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge and synonyms/antonyms. Grammar & application of present tense and near future tense.

YEAR 9

Unit 1: Jobs
Key Themes: Discussing what jobs you would like to do in the future. Expressing and justifying opinions. Asking and answering questions using the question word ¿qué?
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge & synonyms. Grammar understanding & application using impersonal verbs. The immediate future vs present tense. Using the conditional tense. Receptive skills such as listening including key distractors. Writing skills.

Unit 2: My future
 Talking about future plans and aspirations, family plans, where to live, what to study, asking and answering questions spontaneously.
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge & inference. Grammar understanding & application reflexive pronouns. The future vs the immediate future. Future infinitive constructions and the future tense. Receptive practice such as reading including key distractors. Receptive reading and speaking skills.

Unit 3: School
Key Themes: Description of school, including facilities. School rules, including uniform and school routines. Asking and answering questions spontaneously.
End of unit: All learning to date.

Unit 4: A day in the past
Key Themes: Narrating an event in the past: A day out, a day at school, a school trip. Asking and answering questions spontaneously.
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge & inference. Grammar understanding & application preterite tense of irregular and regular verbs. Ordinal numbers, personal a. Reading skills. Describing a photo.

Unit 5: Food & drink
Key Themes: Items of food and drink. Meals and mealtimes. Food preferences and opinions. Shopping for food and drink. Amounts, weights and prices. Eating habits in the past. Asking and answering questions spontaneously.
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge & inference. The imperfect tense and the imperfect vs preterite tense. Sociolinguistic tu vs usted. Making sentences negative.

Unit 6: Festivals
Key Themes: Learning about different festivals in Spain and beyond.
End of unit: All learning to date.

YEAR 10

Unit 1: Personality & relationships
Key Themes: Giving personal information about myself and others. Describing mine and others' personality. Talking about what someone used to be like. Describing relationships.
End of unit: Photo card assessment with conversation questions. Formative reading and listening assessment. Mini knowledge check.

Unit 2: Social media & Technology
Key Themes: Talking about what types of technology you use. Talking about the reasons for which you use technology. Problems with technology and social media. Talking about what you have used technology for.
End of unit: 90-word writing assessment (GCSE style with 4 bullet points). Formative reading and listening assessment. T/F/NM style.

Unit 3: My free time
Key Themes: Describing what you do during your free time in 3 different time frames. Giving justified opinions about free time using 3 different time frames. Using weather phrases. Referring to different tenses and avoiding distractors in reading & listening.
End of unit: 90 word writing assessment (GCSE style with 4 bullet points). End of unit mini knowledge check. Reading and listening past exam questions.

Unit 4: Holidays and past tense
Key Themes: Describing and justifying holiday preferences in the present tense and past tense. Talking about a past holiday. Giving opinions using the preterite tense. Describing the weather using the imperfect tense. How to tackle 150-word essay.
End of unit: Reading and Listening Past Exam Questions. Mini knowledge check.

Unit 5: My town – past and present
Key Themes: Describing what is in someone's town now and before. Giving locations and justified opinions. Asking & answering questions using the question words ¿Dónde? and ¿Qué?
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge and synonyms/antonyms. Mini knowledge check.

Unit 6: Environment
Key Themes: Describing the environment and how we can help to protect it.
End of unit: Mock exams.

YEAR 11

Unit 1: Food & drink
Key Themes: Describing what you like to eat and drink in the present tense and near future tense. Advising what we can do to be healthy.
End of unit: Weekly past paper exam questions – reading and listening. Mini knowledge check. Describing a Photo Card.

Unit 2: Music, TV and film
Key Themes: Using present tense verbs to describe our opinions on different types of Spanish music, TV and films. Refreshing over adjectival agreement and plurals.
End of unit: Mock exams and revision.

Unit 3: Healthy lifestyle & volunteer work
Key Themes: Giving opinions and information on social issues including health and poverty. Giving advice on what can be done to help people.
End of unit: Weekly past paper exam questions – reading and listening. 90/150-word essay.

Unit 4: School
Key Themes: Describing school, the school day and teachers. Giving opinions on school subjects, homework and facilities. Comparing secondary and primary schools. Describing what you have done recently.
End of unit: Mock exams and revision.

Unit 5: Work & ambitions
Key Focus: Discussing future career ambitions. Discussing the pros and cons of different jobs. Discussing going to university vs getting a job.
End of unit: All learning to date throughout year.

Unit 6 – Revision & GCSE exam preparation

Cultural capital: The Spanish curriculum at Christ the King Catholic High School significantly boosts students' cultural capital. By exploring diverse topics students deepen their understanding of Spain and Spanish speaking countries which broaden their cultural perspectives. The method used to teach Spanish has been researched and evidenced, with findings from cognitive science. This ensures exposure to relevant material and language, empowering them with cultural and linguistic competence for academic success. This curriculum equips students with a well-rounded linguistic and cultural understanding, preparing them for meaningful engagement in a global society.

Extra-curricular: The Spanish Department offers a wide array of enriching extra-curricular opportunities, including a lunch time club, pen pals with Spanish students in Spain, trips to Spain to visit their pen pals, European Day of Languages, and culture and language initiatives.



Christ the King Catholic High School: MFL Curriculum Overview 2026 - 2027

ENRICHMENT & PERSONAL DEVELOPMENT

CAREERS EDUCATION

YEAR 7	From Year 7, we ignite the love for languages with our method of teaching, Spanish trips and pen pals. ● European Day of Languages: Year 7 students participate in a languages workshop where they are given a taste of what it is like to learn other languages other than Spanish. There are also quizzes to complete throughout the day. ● Café del Mar club: Students have the opportunity to attend a lunchtime club where they practice and hone in on their Spanish speaking skills and play games. ● Pen pals: Year 7 students are matched with a Spanish student at a school in Valencia where they will exchange letters throughout the year and may even meet their pen pal on the Spanish trip. ● Spanish trips: Students are able to take part in the Spanish trips to different places in Spain where they can broaden their cultural capital and practice their Spanish with their pen pals. ● Spanish food tasting: To build on students' cultural exposure, they will be able to taste some Spanish food in Year 9 in class time and talk about whether they like or dislike the food with their classmates. Overall, these activities are designed to enrich the students' educational experience and support their development as confident, curious and fluent linguists.	
YEAR 8		
YEAR 9		
YEAR 10		
YEAR 11		
LITERACY & NUMERACY	At Christ the King Catholic High School, our Spanish curriculum nurtures essential literacy skills - reading, writing and oracy starting in Key Stage 3. We immerse students in linguistic texts to foster reading and discussions, explicitly teaching reading skills and vocabulary with a focus on skimming and scanning. We focus on numeracy in the games we play in class.	In KS3 and KS4 students participate in European Day of Languages. This exposes students to a multitude of other languages that are spoken in the world. This involves students teaching and other students taking part in a workshop. Throughout our curriculum we look at jobs, jobs we might like to do and our future goals and aspirations. We also look at hobbies, free time and what we are passionate about doing in our spare time. We look at technology and how technology is changing the world we live in, and the impact technology is having on the jobs we do now that may not exist in future. Students are also able to take part in the Spanish trip, this fosters a love of the subject, but also translation and interpretation skills. At Christ the King, our Spanish curriculum is thoughtfully designed to cater to the diverse needs of our students, embracing the Catholic ethos. Through the study of Spanish, we aim to foster cultural awareness, confidence through practice and routinisation of the language, effective communicators, resilience and patience, aligning with our commitment to a well-rounded education. Our inclusive approach ensures flexibility and high expectations for all, recognising the unique value of English education in exploring diverse perspectives while staying true to our Catholic identity.



BY THE END OF KEY STAGE 3		YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Music: pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music Drama: is not a Key stage 2 subject area.	TERM 1	Introduction to drama through the topic of mime. Students to complete ice breaker activities and perform for their peers in small groups. Develop subject specific vocabulary. Cinderella. Scripted drama performance. Students will perform short scripts based around Cinderella. Homework tasks of learning lines. Knowledge list: Confidence, tone of voice, mime, scripted drama, learning lines, evaluating performances. Skills covered: Mime, freeze frame, scripted drama, stage directions. Golden thread: Drama skills which will be developed at Key Stage 3 and used at Key Stage 4. Baseline assessment task, The Old Man and his Grandson. Assessment of Cinderella Scripted Performance/ Written evaluation.	Students will learn a scripted piece of drama and then devise their own ending to the play. They will continue to develop their drama vocabulary. Homework tasks will be learning lines and can be differentiated for the different ability groups. Embed the rehearsal process and produce final performance. Knowledge list: Devising, character development, imagination, blocking, stage directions. Skills covered: Devised drama, scripted drama, learning lines, developing characters, how to block a script. Golden thread: Continuing the development of scripted and devised drama skills introduced in year 7. Scripted performance of Desmond. Written evaluation	Students will study the opening section Blood Brothers and learn about the conventions of reading a script. They will study how the music fits into the play and how it aids the meaning of the piece. They will then work on a selection of duologues from the play. Homework will be to learn their lines from memory. For lower ability students this will be “chunked.” Knowledge list: Scripted drama, history of Liverpool, staging, blocking, accent, props. Skills covered: Scripted drama, learning lines, developing an accent, staging, use of props within a script. Golden thread: Continuing the development of performing a piece of scripted drama, which is continued at Key Stage 4. Duologue performance. Written evaluation of their rehearsal process and final performance.	Course content: Unit 1, 2 & 3 Skills Development: Introduction to key performing arts skills through practitioner workshops in addition to skills-based workshops (Music, dance and drama) How to put on a performance, this leads directly to participation in the Christmas show. Knowledge list: Stanislavski, Artaud, Lin-Manuel Miranda, Andy Blankenbuehler, choreography, diaphragmatic breathing, warm-up, cool down, muscle stretches, rhythm, rhythm notation, score, vocal warm ups, monologue. Skills covered: Performing a monologue, performing as song as part of an ensemble, basic dance skills. Unit 2 – completed before Unit 1 Unit 2 – Creating (Tasks set by the exam board September year 10 – submission end of April year 10) Task 1 - Creative Brief Task 2 - Development Log Task 3 - Presentation Task 4 - Evaluation Homework, task based: rehearse skills (Music/dance/drama) Knowledge list: Research, create, rehearse, present, review and reflect. Development of performing art skill in preparation for Unit 1 in Year 11. Perform in the summer concert. Knowledge list: Solo, ensemble, performance, technical, set design, stage management, sound, lights, costume, rehearsals, dress rehearsal, advertising and marketing. Skills covered: Performance, technical skills, creating, rehearsing, staging. Golden thread: Putting on a performance and the technical skills lead towards Unit 3 in year 11.	Unit 1- The Performance Task 1A- Initial research Task 1B - Influence and impact Task 3 - Reflective journal Task 4 - Performance Task 5- Evaluation Tasks set by the exam board. Knowledge list: Research, rehearse, perform, present, evaluate and reflect. Skills covered: Solo performance, ensemble performance, dance, drama, music, hair and make-up design, presentational skills. Brief and tasks to be set by the Exam board January 2024 Knowledge list: Factors considered when creating a performance, research, plan, create, promote, pitch. Skills covered: Planning, preparing, researching, creating, performing, rehearsing, promoting, pitching, presenting, evaluating and reflecting. Tasks completed as a solo activity under controlled assessment conditions, moderated in department & submitted to external board. Submission April year 11. There is no written examination for this course, just 3 Units that are submitted to EDUQAS.
	TERM 2	Introduction to music through the Elements of music: Basic keyboard skills to broaden listening skills and develop use of subject specific vocabulary. The Orchestra: Students will learn about the Western Classical orchestra and continue to develop subject specific vocabulary. Students perform and ensemble piece as a class on the keyboards. Rhythm and Pulse: Development of music vocabulary and theory. Basic music notation and conducting skills. Practical use of theoretical skills through development of keyboard skills and learning to perform a piece on the keyboard. Knowledge list: Treble clef, minim, crotchet, quaver, rest, stave, right hand, left hand, notes of the keyboard, pitch, duration, dynamics, tempo, timbre, texture, structure, Western Classical Orchestral families and instruments. Skills covered: Basic keyboard skills. Reading the Treble Clef; time signature; basic notation; listening to & recognising orchestral instruments. Baseline music listening test; Baseline keyboard skills test; Poker Face- practical keyboard assessment; Written assessment of key terms and the instruments of the orchestra.	Traditions of African music: perform as part of a whole class ensemble and then create their own piece of African music. They will learn subject specific vocabulary. Homework tasks to develop their use of subject specific vocabulary and broaden their musical listening skills. Development of Keyboard skills: Students will continue developing their keyboard skills through the 4-chord unit. They will add in a left-hand part. Students will continue to develop their keyboard skills through performing a piece of Film music. A choice of 3 differentiated pieces will be available to the student. One piece is of ICM grade 2 standard. Knowledge list: Bass clef, chord, polyrhythm, ensemble, round, repetition, call and response, improvisation, chanting. Skills covered: Adding a left-hand part, building up chords, constructing a piece of music in an African style, ensemble performing. Written assessment of key terms and a listening assessment linked to the study of film music.	Students will learn about the use of musical themes to represent characters in computer games music. Students will learn to play existing themes on the keyboards. Students will continue to develop their music vocabulary. Students with access to a keyboard/piano outside of school will be encouraged to take their pieces home to practise. Students will continue to develop their keyboard skills from Year 8. Differentiated pieces available and students will be encouraged to add in a left-hand bass part if they have not achieved this in Year 7/8. Students to develop their knowledge of musical genre and continue to develop their music vocabulary. Students will then study “The Musicals” Students will study a range of musicals and look at the theoretical history behind musical theatre. Students will also be introduced to Ukuleles and have the opportunity to develop their skills and perform a piece from a musical on a Ukulele rather than the keyboard. Knowledge list: Chromatic scale, theme, development, musical theatre, song, overtone, ukulele, guitar tablature, strumming. Skills covered: Keyboard skills, composition on the keyboard, playing the Ukulele. Written evaluation of their rehearsal process and final performance. Enrichment: Disaster. Creating an idea for a performance and designing the advertising and marketing, scripts, props and costumes for a show.		
	TERM 3	Enrichment: 999 what’s your emergency. Devising, script writing and technical tasks.	Enrichment: Macbeth. Short scripted scene from Macbeth followed by stage make up designs.			
		Cultural capital: To take part in a live performance. To watch live performances. Visits to careers events at UCLan with Lancashire Music Services.				
		Extra-curricular: choir, dance club, drama club. Opportunities to take part in school performances and performances with our link primary schools at St Joseph’s				



ENRICHMENT & PERSONAL DEVELOPMENT

CAREERS EDUCATION

YEAR 7	Students can join the school choir, dance club and drama group. Through these activities they are given the opportunity to take part in school performances at Christmas and during the summer term. They have the opportunity to take part in the advent and Lenton service at St. Joseph's Church with our feeder primary schools Trips are arranged to see local and national theatre productions. Performances in school by Runshaw College drama department.	YEAR 7	Job roles within the performing arts as a performer and through a technical role
YEAR 8		YEAR 8	Make-up and costume designer roles.
YEAR 9		YEAR 9	Lancashire Music Services offer a session on careers within Performing Arts through UCLan for year 9 students.
YEAR 10		YEAR 10	Development of careers within the arts, through technical and practical roles.
YEAR 11		YEAR 11	Development of careers within the arts, through technical and practical roles.
LITERACY & NUMERACY	Students read texts throughout drama and learn to read music notation. Some of the texts are extended texts and they learn the conventions of interpreting a script, rather than a book. Both subject areas allow for Oracy opportunities and verbal discussion take place during each lesson. In music students study numeracy to understand rhythm and notation. This is evident in the music the students perform and compose.	CATHOLIC ETHOS	Choir and drama club take part in religious services and provide music and readings/drama at the services.

Christ the King Catholic High School: **Physical Education (Core)** - Curriculum Overview 2026 - 2027



KEY STAGE 2		YEAR 7	YEAR 8	YEAR 9	YEAR 10 & 11
Students should be taught to: • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety: • All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, students should be taught to: • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations.	TERM 1	Gain an understanding of the importance of a healthy, active lifestyle on health. Start to develop performance of core skills in a range of sports. Baseline assessment: Football, Netball, Dance-Gymnastics, Handball, Racket sport, Fitness-Cross Country <u>Invasion Games & Gymnastics</u> Unit 1 & 2 – Netball, Football, Basketball 71/PE3 - Trampolining & Netball	Develop performance and demonstrate advanced skills within a range of sports. Learn to use and adapt basic tactics within a game situation. <u>Invasion Games & Gymnastics</u> Unit 1 & 2: Netball, Football, Basketball 81/PE2: Trampolining & Netball	Develop performance through application of core and advanced skills to game situations. Develop the ability to create, perform and adapt tactics under pressure. <u>Invasion Games & Gymnastics</u> Unit 1 & 2: Netball, Football, Basketball 91/PE2: Trampolining & Basketball	The curriculum is set to promote physical and mental health of students, and develop a lifelong love of sport and physical activity. Throughout the year, students will continue to develop the following: • Physical performance • Fitness for sustained physical activity • Leadership and officiating skills • Tactical awareness and application <u>Invasion Games, Gymnastics, Net/ Wall Games, Outdoor Adventurous Activities</u> Unit 1,2,3,4 Y10) Football, Netball, Basketball, Table Tennis, Trampolining (10B2 PE3: Handball) Y11) Football, Netball, Handball, Orienteering
	TERM 2	Develop ability to evaluate the demonstration of isolated skills. Develop an understanding of the different health and skill related components of fitness. <u>Gymnastics, Net/ Wall Games, Health and Fitness, Invasion Games</u> Unit 3 & 4: Trampolining & Table Tennis 71/PE3: Football & Table Tennis Unit 5 & 6: Fitness & Handball	Develop the ability to evaluate the demonstration of skills within performance. Learn how to develop components of fitness through different methods of training. <u>Gymnastics, Net/ Wall Games, Health and Fitness, Invasion Games</u> Unit 3 & 4: Trampolining & Table Tennis 81/PE2: Table Tennis, Football Unit 5 & 6: Fitness & Handball	Develop an ability to analyse performance and understand how to implement feedback. Develop understanding of how to apply the principles of training. <u>Gymnastics, Net/ Wall Games, Health and Fitness, Invasion Games</u> Unit 3 & 4: Trampolining, Table Tennis 91/PE2: Table Tennis & Football Unit 5 & 6: Fitness & Handball	The curriculum is set to promote physical and mental health of students, and develop a lifelong love of sport and physical activity. Further develop knowledge in OAA and how this relates to the real world/day to day life. <u>Net/ Wall Games, Outdoor Adventurous Activities, Striking and Fielding, Health and Fitness</u> Unit 5,6 & 7: Y10) Handball, Fitness, Orienteering (10B2 PE3: Basketball) Y11) Trampolining, Table Tennis, Rounders, Fitness
	TERM 3	Develop knowledge of tactics in sport. Develop understanding and qualities required to lead a warm up. <u>Striking and Fielding, Dance, Athletics</u> Unit 7 & 8: Rounders, Cricket, Dance Unit 9: Athletics (Track/Field)	Develop an understanding of how to officiate in sport. Learn the importance of skeletal functions in sport. <u>Striking and Fielding, Dance, Athletics</u> Unit 7 & 8: Rounders, Cricket, Dance Unit 9: Athletics (Track/Field)	Develop understanding of the qualities needed for sports leadership. Understanding of the role of the cardio-respiratory system. <u>Striking and Fielding, Outdoor Adventurous Activities, Athletics:</u> Unit 7 & 8: Rounders, Cricket, Orienteering Unit 9: Athletics (Track/Field)	The curriculum is set to promote physical and mental health of students, and develop a lifelong love of sport and physical activity. Role modelling the importance of being a team player and contributing to a team's competitive performance. <u>Striking and Fielding, Athletics.</u> Unit 8 & 9: Y10) Rounders, Cricket, Athletics (Field/Track)
Cultural capital: The Physical Education curriculum at Christ the King Catholic High School significantly boosts students' cultural capital. Throughout a student's Physical Education journey, they will develop sporting values such as teamwork, sportsmanship, equality and inclusion. All students will have the opportunity to participate in seven inter-house events: Netball, Football, Dodgeball, Table Tennis, Handball, Tug of War and Sports Day. Twice per year the whole school is involved in 'Fit Friday' where all students have the opportunity to take part in exercise in their other curriculum lessons. Year 8 and 9 students will assist with the running of primary taster mornings. The PE department run KS3 & KS4 sports trips for Netball, Cricket and Football. Extra-curricular: The Physical Education Department offers a wide array of enriching extra-curricular opportunities. Throughout the year, all students will be given the opportunity to participate in extra-curricular activities at lunchtime and afterschool. All students are given the opportunity to represent school in inter-school competitions.					

Christ the King Catholic High School: **Physical Education Department** - Curriculum Overview 2026 - 2027



ENRICHMENT & PERSONAL DEVELOPMENT

CAREERS EDUCATION

YEAR 7	All students are offered an extensive enrichment programme of extra-curricular activities that are updated termly. Competitive fixtures are available to all students through our school inter-house programme; seven separate tournaments throughout the academic year. Students are presented the opportunity to compete regularly in a range of sports as part of the Preston District Leagues and Lancashire School Games. SEND students are provided with the opportunity to take part in a PAN ability football tournament, hosted at Christ the King. The enrichment offer is broad ensuring interest and the chance for participation by those that enjoy invasion games, striking and fielding, aesthetics and just being active. Trips to see professional sports teams including Lancashire Cricket and Manchester Thunder are offered to all students. Students who have engaged in extra-curricular sport are invited to a Sports Awards evening in school, where a wide range of awards are presented, including Vice Sports Captain roles.	Students will develop knowledge of several areas including health, tactical awareness, motor competence and evaluating performance. It is highlighted to students, the units of work will build the foundational skills needed for careers as professional sportsmen, sports analysts, fitness coaches, Health and well-being specialists and sports coaches.	
YEAR 8	All students continue to be offered an extensive programme of extra-curricular activities throughout the year. All students are provided with the opportunity to represent school in inter-school fixtures and competitions as well as continue to represent their House in seven different inter-house competitions. Sports Captain roles are presented at the annual Sports Awards evening. These students then have the responsibility for promoting competition, organising teams and motivating their peers. Students have the opportunity to attend various sports trips, climbing courses and cycling examinations in Blackpool.	Students continue to build their knowledge of how teamwork, communication and leadership qualities developed in PE link to a wide range of career opportunities. Students begin to lead warm ups to their peers, developing their confidence and communication skills.	
YEAR 9		As part of an Extended Learning Day students participate in Team Building workshops enhancing their confidence and self-esteem in preparation for their journey through KS4 and life beyond school. As part of the Options process all students receive a presentation about the career routes linked to studying PE and Sport at GCSE, and in Further and Higher Education.	
YEAR 10	(Individualised provision to students in need of sport for physical and mental health issues)	All students take part in an Elite Army Skills workshop where they use their communication and teamwork skills to complete a number of challenges. Students cover a unit of work in 'sports leadership' which provides them with the opportunity to lead a lesson to their peers. Furthermore, they are given the opportunity to plan and execute a competition for local primary schools, enhancing their skill set and employability skills.	
YEAR 11		All students take part in an Elite Army Skills workshop where they use their communication and teamwork skills to complete a number of challenges. Local colleges are invited into speak to students with specific reference to academic, vocational and technical qualifications available to them when they leave school. In addition, Preston North End visit students to discuss the qualifications they have available.	
LITERACY & NUMERACY	At Christ the King, the Physical Education curriculum has been designed to encourage the enhancement of essential literacy skills including reading, writing, listening and oracy. This approach is seamlessly woven into the fabric of the learning experience at Key Stage 3 and 4, where we encourage students to read out the learning objectives and success criteria, provide individual and whole group feedback, discuss tactics, officiate matches, read teaching cards and analyse their own and other students' performances. At GCSE in Key Stage 4 we focus on developing extended answer writing skills, fostering critical thinking and meaningful discussions based on the theory being delivered. Numeracy is a fundamental component of the Key Stage 3 and 4 curriculum, enriching students' mathematical skills through practical applications. Students engage in activities that require measurement, analysis of data, keeping score of matches, time keeping, interpretation of data, map reading, the use of a compass and coordinates to reach control points. At GCSE in Key Stage 4 students create a Personal Exercise Programme as part of a controlled assessment and analyse the data collated over a 6-week period. In addition, students interpret different types of data and graphs. Overall our curriculum aims to develop the whole child and fully prepare them for future study and life after education.	CATHOLIC ETHOS	At Christ the King, the Physical Education curriculum is tactfully designed to create a welcoming and inclusive environment that values diversity, respecting each individuals' unique god given gifts and abilities. Therefore, embracing the Catholic Ethos and ensuring that every individual is treated with kindness, integrity and respect. Through the delivery of Physical Education, core Catholic Values are embedded into our everyday teaching. Students are awarded merits as a result of demonstrating virtues of 'THE CTK WAY'. Subsequently developing the whole child, spiritually, academically and personally.

Christ the King Catholic High School: **Physical Education (Y10 NCFE, Y11 GCSE) - Curriculum Map**



KEY STAGE 3

Students should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Students should be taught to:

Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]

Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]

Perform dances using advanced dance techniques within a range of dance styles and forms

Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

Take part in competitive sports and activities outside school through community links or sports clubs.

YEAR 10

TERM 1

Theoretical Content **Structure and Function of the body systems.**

- Skeletal System
- Muscular System
- Respiratory System
- Cardiovascular System
- Energy Systems.

TERM 2

Theoretical Content **Effects of Health and Fitness Activities on the Body.**

- Short and long term effects of health and fitness activities on the body and health.

Health, Fitness and Components of Fitness.

- Understanding of health and fitness.
- Understand the different components of health and skill related fitness.

Principles of Training.

- Understand the principles of training and how to apply the principles to a training programme.

Testing and Developing Components of Fitness

- Fitness testing
- Training methods
- How to optimise a health and fitness programme

Impact of lifestyle on Health and Fitness

- Lifestyle factors

A summative assessment will take place after each unit of work. Students will complete a PPE Summative assessment in June 2027.

TERM 3

YEAR 11

Practical component:

Students will prepare for practical moderation in, Football, Netball and Handball. Students who compete in sport outside of school such as Football will be observed and assessed off site.

Theoretical content:

Socio-cultural influences
Applied anatomy and physiology; the musculoskeletal system. **Students will complete their PPE round 1 exams.**

Practical component:

Students will prepare for practical moderation in; Handball.

Theoretical content:

Applied anatomy and physiology: Cardiorespiratory systems.

Movement Analysis; levers and planes and axes.

Students will complete their GCSE PE practical moderation and PPE round 2 exams.

Students will revise the theoretical content for their final GCSE papers; Fitness and Body Systems and Health and Performance. They will recall the AO1 content from each unit of work and build on this to develop AO2 explanation and AO3 analysis statements.

Past paper questions will continue to be utilised to improve and develop exam technique, with particular attention to the command word and structure of response to access the mark scheme.

Cultural capital: The Physical Education curriculum at Christ the King Catholic High School significantly boosts students' cultural capital. Throughout a student's Physical Education journey, they will develop sporting values such as teamwork, sportsmanship, equality and inclusion. All students will have the opportunity to participate in seven inter-house events: Netball, Football, Dodgeball, Table Tennis, Handball, Tug of War and Sports Day. Twice per year the whole school is involved in 'Fit Friday' where all students have the opportunity to take part in exercise in their other curriculum lessons. Year 8 and 9 students will assist with the running of primary taster mornings and the running of a local Primary Sports Day. The PE department run KS3 & KS4 sports trips for Netball, Cricket and Football.

Extra-curricular: The Physical Education Department offers a wide array of enriching extra-curricular opportunities. Throughout the year, all students will be given the opportunity to participate in extra-curricular activities at lunchtime and afterschool. All students are given the opportunity to represent school in inter-school competitions.



Christ the King Catholic High School: PSHE – Curriculum Overview 2026 - 2027

KEY STAGE 2

PSHE at Key Stage 2 is non-statutory and therefore teachers have the flexibility to teach topics that are best suited to the needs of their students. However, under the guidance issued by the DfE, from September 2020, Relationships Education at primary school is compulsory. Relationships Education focuses on giving children the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping children with the knowledge to make good decisions about their own health and wellbeing. Examples of topics taught at KS2 might include:

Health and Wellbeing:

- About the scale of emotions.
- About managing mental health.
- Impact of bullying on mental health.
- About importance of health, lifestyle, diet, exercise and sleep to help our mental wellbeing.
- Importance of hygiene.
- Personal hygiene and spreading of germs.
- Loneliness and depression.
- About phobias and poverty.
- Basic first aid.
- immunisation and vaccination.
- Addictive behaviour and OCD.
- To know the key facts about puberty and the changing adolescent body, particularly from age 9 through to 11 including physical and emotional changes. Key facts about the menstrual cycle.

Relationships:

- Explore how families give love, security and stability.
- About different family types.
- Characteristics of healthy family life.
- Importance of self-respect.
- Importance of friendships
- Manage conflicts and recognise who to trust.
- How to report concerns of abuse.
- Online safety within relationships.
- About marriage and its legal binding.
- Tolerance of others
- About the terms: sex, gender identity and sexual orientation.

Living in the Wider World:

- Road safety
- About online safety and people who pretend they are someone they are not.
- About online abuse, bullying and harassment.
- Responding safely to adults
- About keeping secrets and staying safe
- Types of bullying, the impact of bullying.
- Understanding personal boundaries
- permission seeking within relationships
- Drugs education
- The role of money and managing money.
- About homelessness, radicalisation, terrorism and extremism.

TERM 1

YEAR 7

Half Term 1 – Being Me in My World

Key Themes: Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming- safety and financial risks
Rationale: This unit helps children understand their place in the class, school, and wider community. They explore rights and responsibilities, emotional awareness, teamwork, and personal goals, building a sense of belonging and contributing to a safe, respectful learning environment.

Half Term 2 – Celebrating Difference

Key Themes: Prejudice and discrimination, equality act 2010, bystanders, assertiveness, positive and negative influences, challenging attitude and negative behaviours, stereotypes, Human Rights, inclusion, bullying, exclusion and respect
Rationale: This unit promotes respect, inclusion, and appreciation of diversity. Children explore identity, friendships, and family, learning to celebrate differences and challenge stereotypes. It supports conflict resolution and tackles bullying, including links to Anti-Bullying Week, while building empathy, resilience, and positive relationships across all year groups.

Half Term 3 – Dreams and Goals

Key Themes: Defining success, setting dreams and goals, skills for the future, what is failure, coping strategies for when things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines
Rationale: This unit encourages children to set personal goals, persevere through challenges, and work collaboratively. Across the year groups, children explore their aspirations, reflect on their strengths, and learn strategies to overcome obstacles. They consider the value of teamwork, celebrate achievements, and develop resilience - building a foundation for future success and self-belief.

Half Term 4 – Healthy Me

Key Themes: Nutrition and exercise, managing physical activity and mental health, stress and anxiety, effects of substances (nicotine and caffeine), vaping, nutrition, sleep, health choices, physical illness and medicine, personal hygiene, contributing to your community
Rationale: This unit supports children's physical and emotional health and wellbeing. Across all year groups, children learn about nutrition, exercise, personal safety, and making healthy choices. They explore the importance of hygiene, sleep, and managing emotions, while developing strategies for building positive friendships, staying safe, and caring for their bodies and minds.

Half Term 5 – Relationships

Key Themes: Changing relationships, consent, healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and selling boundaries, healthy and unhealthy relationships
Rationale: This unit explores the important relationships in children's lives, including family, friends, and the wider community. It builds understanding of healthy relationships, communication skills, and managing emotions such as jealousy, loss, and change. Children learn strategies for resolving conflict, staying safe - both offline and online - and recognising their own role in building respectful, supportive connections with others.

Half Term 6 – Changing Me

Key Themes: Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships and families, UN Rights of a child, media and self-esteem, self-image, FGM, factors affecting hormones and moods
Rationale: This unit prepares children for change and growing up, exploring life cycles, body changes, and emotional transitions in an age-appropriate and sensitive way. Children learn about how they've grown, what changes to expect, and how to manage the feelings that come with these experiences. Topics include self-awareness, body confidence, relationships, and moving on to new classes or schools, helping children build resilience and a positive sense of self.

TERM 3

YEAR 8

Half Term 1 – Being Me in My World

Key Themes: Self-identity, influences, online influence, family and identity, managing expectations, active listening skills, personal beliefs and judgements, first impressions, positive self talk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and online identity
Rationale: This unit helps children understand their place in the class, school, and wider community. They explore rights and responsibilities, emotional awareness, teamwork, and personal goals, building a sense of belonging and contributing to a safe, respectful learning environment.

Half Term 2 – Celebrating Difference

Key Themes: Prejudice and persecution, LGBT bullying, the equality act, social justice and hate crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences
Rationale: This unit promotes respect, inclusion, and appreciation of diversity. Children explore identity, friendships, and family, learning to celebrate differences and challenge stereotypes. It supports conflict resolution and tackles bullying, including links to Anti-Bullying Week, while building empathy, resilience, and positive relationships across all year groups

Half Term 3 – Dreams and Goals

Key Themes: Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online
Rationale: This unit encourages children to set personal goals, persevere through challenges, and work collaboratively. Across the year groups, children explore their aspirations, reflect on their strengths, and learn strategies to overcome obstacles. They consider the value of teamwork, celebrate achievements, and develop resilience - building a foundation for future success and self-belief.

Half Term 4 – Healthy Me

Key Themes: Types of health, cardiovascular health and diabetes, Risks, illegal and legal substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping
Rationale: This unit supports children's physical and emotional health and wellbeing. Across all year groups, children learn about nutrition, exercise, personal safety, and making healthy choices. They explore the importance of hygiene, sleep, and managing emotions, while developing strategies for building positive friendships, staying safe, and caring for their bodies and minds

Half Term 5 – Relationships

Key Themes: AI and media influence, maintaining positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality
Rationale: This unit explores the important relationships in children's lives, including family, friends, and the wider community. It builds understanding of healthy relationships, communication skills, and managing emotions such as jealousy, loss, and change. Children learn strategies for resolving conflict, staying safe - both offline and online - and recognising their own role in building respectful, supportive connections with others.

Half Term 6 – Changing Me

Key Themes: Types of close intimate relationships, behaviours in healthy and unhealthy romantic relationships, what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages, Alcohol, risky behaviour and the law
Rationale: This unit prepares children for change and growing up, exploring life cycles, body changes, and emotional transitions in an age-appropriate and sensitive way. Children learn about how they've grown, what changes to expect, and how to manage the feelings that come with these experiences. Topics include self-awareness, body confidence, relationships, and moving on to new classes or schools, helping children build resilience and a positive sense of self.

YEAR 9

Half Term 1 – Being Me in My World

Key Themes: Being in a group, peer approval, perceptions about intimate relationships, consent and personal safety, sexting, exploitation, grooming, radicalisation, county lines, positive and negative self-esteem and self-identity, influences, managing risk online and online, social media, abuse and coercive control
Rationale: This unit helps children understand their place in the class, school, and wider community. They explore rights and responsibilities, emotional awareness, teamwork, and personal goals, building a sense of belonging and contributing to a safe, respectful learning environment.

Half Term 2 – Celebrating Difference

Key Themes: Power of positive language, prejudice, LGBT+ phobia, banter and bullying, reducing fear and promoting equality, cyber bullying and harassment, bias, discrimination, harassment and victimisation, nonconsensual behaviours, changemakers
Rationale: This unit promotes respect, inclusion, and appreciation of diversity. Children explore identity, friendships, and family, learning to celebrate differences and challenge stereotypes. It supports conflict resolution and tackles bullying, including links to Anti-Bullying Week, while building empathy, resilience, and positive relationships across all year groups.

Half Term 3 – Dreams and Goals

Key Themes: SMART planning, changing appearances, cosmetic surgery and weight loss products, mental illness and stigma, social media, mental health and self-esteem, deepfakes and AI, harmful and illegal online content, misogyny
Rationale: This unit encourages children to set personal goals, persevere through challenges, and work collaboratively. Across the year groups, children explore their aspirations, reflect on their strengths, and learn strategies to overcome obstacles. They consider the value of teamwork, celebrate achievements, and develop resilience - building a foundation for future success and self-belief.

Half Term 4 – Healthy Me

Key Themes: The teenage brain, risks and personal safety, drugs and alcohol- physical and psychological effects, belonging, loneliness and inclusion, emergency situations, CPR, cardiac arrest, mental health first aid and support, drugs- the law, safety, classification, supply and possession legislation, health choices (nutrition, stress, sleep)
Rationale: This unit supports children's physical and emotional health and wellbeing. Across all year groups, children learn about nutrition, exercise, personal safety, and making healthy choices. They explore the importance of hygiene, sleep, and managing emotions, while developing strategies for building positive friendships, staying safe, and caring for their bodies and minds.

Half Term 5 – Relationships

Key Themes: Equity and equality, healthy and unhealthy relationships, power dynamics, pornography, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, Gillick Competence Test
Rationale: This unit explores the important relationships in children's lives, including family, friends, and the wider community. It builds understanding of healthy relationships, communication skills, and managing emotions such as jealousy, loss, and change. Children learn strategies for resolving conflict, staying safe - both offline and online - and recognising their own role in building respectful, supportive connections with others.

Half Term 6 – Changing Me

Key Themes: Change and managing emotions, importance of sleep in relation to mental health, self-expression, influences, body image, masculinity (positive), online influence, misogyny, incel culture and healthy vs unhealthy online communities, mental health and addiction, the importance of sleep and good routines
Rationale: This unit prepares children for change and growing up, exploring life cycles, body changes, and emotional transitions in an age-appropriate and sensitive way. Children learn about how they've grown, what changes to expect, and how to manage the feelings that come with these experiences. Topics include self-awareness, body confidence, relationships, and moving on to new classes or schools, helping children build resilience and a positive sense of self.

YEAR 10

Half Term 1 – Being Me in My World

Key Themes: Human rights, societal freedom, understanding safety in UK and beyond, stages of grief, loss and bereavement, the dark web and social media risks, algorithms and use of online data, GDPR the dark web and managing online content/screen time, dealing with disturbing online content
Rationale: This unit helps children understand their place in the class, school, and wider community. They explore rights and responsibilities, emotional awareness, teamwork, and personal goals, building a sense of belonging and contributing to a safe, respectful learning environment.

Half Term 2 – Celebrating Difference

Key Themes: Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998, multicultural societies, successful stories, Equality Act 2010, hidden disabilities, discrimination in the workplace, inequality and campaigning for equality, equality in relationships
Rationale: This unit promotes respect, inclusion, and appreciation of diversity. Children explore identity, friendships, and family, learning to celebrate differences and challenge stereotypes. It supports conflict resolution and tackles bullying, including links to Anti-Bullying Week, while building empathy, resilience, and positive relationships across all year groups.

Half Term 3 – Dreams and Goals

Key Themes: Resilience, nurturing important relationships, achieving your goals and the impact of physical and mental health, taking care of your mind and body, real v online behaviours, social media usage, the impact of social media on future employment, the body and vital organs, blood, organ and stem cell donation, opting out
Rationale: This unit encourages children to set personal goals, persevere through challenges, and work collaboratively. Across the year groups, children explore their aspirations, reflect on their strengths, and learn strategies to overcome obstacles. They consider the value of teamwork, celebrate achievements, and develop resilience - building a foundation for future success and self-belief.

Half Term 4 – Healthy Me

Key Themes: Improving health and good habits, cancer (skin, testicular and breast cancer), common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs (transmission, treatment, symptoms) HIV/Aids, threats to health (cancer, diabetes, cardiovascular disease)
Rationale: This unit supports children's physical and emotional health and wellbeing. They explore the importance of hygiene, sleep, and managing emotions, while developing strategies for building positive friendships, staying safe, and caring for their bodies and minds.

Half Term 5 – Relationships

Key Themes: Long-term relationships and legal status, the science of attraction, how to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships staying safe and getting help, the law on marriage, cohabitation and the impact on children, the difference between real life and relationships that we see in the media, stalking and harassment, coercion and abuse, free choice and pressure, the law on sex trafficking and modern slavery
Rationale: This unit explores the important relationships in children's lives, including family, friends, and the wider community. It builds understanding of healthy relationships, communication skills, and managing emotions such as jealousy, loss, and change.

Half Term 6 – Changing Me

Key Themes: Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Gaining independence, personal safety, cycling, railway, water safety, transport, alcohol, drink spiking, gender stereotypes in romantic relationships, physical and emotional changes, family change, sources of support
Rationale: This unit prepares children for change and growing up, exploring life cycles, body changes, and emotional transitions in an age-appropriate and sensitive way. Children learn about how they've grown, what changes to expect, and how to manage the feelings that come with these experiences.

YEAR 11

Half Term 1 – Being Me in My World

Key Themes: Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, domestic abuse, honour based violence, arranged and forced marriages, county lines, possession of drugs. The risks associated with gambling, AI and algorithms, emergency situations, first aid, the law on internet use, legal age limits and pornography, social media concerns, sexting
Rationale: This unit helps children understand their place in the class, school, and wider community. They explore rights and responsibilities, emotional awareness, teamwork, and personal goals, building a sense of belonging and contributing to a safe, respectful learning environment.

Half Term 2 – Preparing for Post-16

Key Themes: College applications, post-16 options, apprenticeships, writing CV's and completing job applications
Rationale: This unit helps prepare the Year 11 students for post-16 education

Half Term 3 – Dreams and Goals

Key Themes: Sleep, anxiety, solutions focused thinking, money and employment, budgeting, tax, debt, credit cards, gambling, future jobs and employment opportunities, long-term family goals, marriage, civil partnership, parenting, developing resilience, types of technology and how it can help us to reach our future goals
Rationale: This unit encourages children to set personal goals, persevere through challenges, and work collaboratively. Across the year groups, children explore their aspirations, reflect on their strengths, and learn strategies to overcome obstacles. They consider the value of teamwork, celebrate achievements, and develop resilience - building a foundation for future success and self-belief.

Half Term 4 – Healthy Me

Key Themes: Self-worth, identity, Relationships, consent and power imbalance, being ready for sex, coercion, contraceptives, sexual health, STIs and emergency contraception, male and female reproductive/health/fertility (PCOS, endometriosis, PMS, heavy periods), pregnancy choices including adoption, abortion, bringing up a baby, pregnancy- sources of support, including loss and miscarriage
Rationale: This unit supports children's physical and emotional health and wellbeing. Across all year groups, children learn about nutrition, exercise, personal safety, and making healthy choices. They explore the importance of hygiene, sleep, and managing emotions, while developing strategies for building positive friendships, staying safe, and caring for their bodies and minds.

Half Term 5 – Relationships

Key Themes: Stages of a relationship, relationships in the media, our perceptions about sex and relationships, LGBT terminology, gender identity and expression, sexuality, The equality act 2010, perceptions of the LGBT+ community, LGBT+ rights, coming out as LGBT+, unbalanced relationships, domestic abuse and getting help, my body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening power in relationships
Rationale: This unit explores the important relationships in children's lives, including family, friends, and the wider community. It builds understanding of healthy relationships, communication skills, and managing emotions such as jealousy, loss, and change. Children learn strategies for resolving conflict, staying safe - both offline and online - and recognising their own role in building respectful, supportive connections with others.

Cultural capital: The PSHE curriculum at Christ the King Catholic High School significantly boosts students' cultural capital by enabling our students to become healthy, independent and responsible members of society. It aims to help students understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. Students are provided with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. They are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community.

Extra-curricular: The PSHE department offers a wide array of extra-curriculum opportunities both via Enrichment Days, external speakers and other workshops throughout the year (e.g. road safety workshop, Lancashire Fire and Rescue Service delivering a water safety and fireworks safety session. Through a progressive curriculum and engaging workshops, the department ensures students are well-prepared for life beyond school and employment by fostering independent learning and critical thinking.

Christ the King Catholic High School: PSHE Curriculum Overview 2026 - 2027



ENRICHMENT & PERSONAL DEVELOPMENT

CAREERS EDUCATION

YEAR 7	Road Safety Presentation by Lancashire County Council, Bright Sparx and Water Safety talks by Lancashire Fire and Rescue Service, visits and talks by external partners including the Police and Wigan Warriors, rail safety talk	Impact of stereotypes on career choices, diversity and discrimination in the workplace, risk management and impact of behaviours on employment prospects, well-being for aspirations and success at school and beyond, careers within the political and justice system.	
YEAR 8	Visits and talks by external partners including the Police and Wigan Warriors, cultural trip to Liverpool (in conjunction with Humanities), Bright Sparx and Water Safety talks by Lancashire Fire and Rescue Service, rail safety talk	Diversity and equality in the workplace, impact of health and wellbeing on its potential impact on long term prospects, potential career choices, local Labour Market Information, understanding employment sectors, risk management and impact on career choices. Students in year 8 are also given access to the careers fair.	
YEAR 9	Visits and talks by external partners including the Police and Wigan Warriors, Water Safety talks by Lancashire Fire and Rescue Service, the "Real Game" (cost of living and careers), BP trading game (stock markets), rail safety talk, Bronze Duke of Edinburgh	Risk management and impact on your future, healthy/unhealthy relationship permeates all aspects of your life including employment, the consequences of an abusive relationship can also affect your career and finances, consequences of behavioural and financial decisions, discrimination in the workplace. Students in year 9 are also given access to the careers fair.	
YEAR 10	Students attend taster days at Newman and Preston Colleges Talks by external partners, Bright Sparx and Water Safety talks by Lancashire Fire and Rescue Service, rail safety talk Students in Year 10 also attend college taster days at Preston and Newman Colleges.	Post-16 options, CV writing, personal statements, interview skills, Labour Market Information, time management, careers within the political and justice system and the international aid sector, impact of health and wellbeing on its potential impact on long term prospects, risk management and impact on career choices, discrimination in the workplace Students in year 10 also attend taster days at Preston and Newman Colleges. Students in year 10 are also given access to the careers fair.	
YEAR 11	Talk by external partners, Bright Sparx and Water Safety talks by Lancashire Fire and Rescue Service, rail safety talk Assemblies delivered	Post-16 options, CV writing, personal statements, interview skills, Labour Market Information, time management, risk management and impact on career choices, college assemblies and course choices. Students in year 11 are also given access to the careers fair.	
LITERACY & NUMERACY	The PSHE classroom is a "safe space", therefore students are encouraged to debate and share their opinions during their lessons, whilst respecting the views of others. Students are exposed to new vocabulary, particularly around British values, justice and politics. Numeracy is well supported in PSHE a number of ways, for example sessions on finances organised by the Personal Finance Society and other sessions such as the Real game and the BP Trading game which are kindly run by the Maths department. These sessions focus on topics such as payslips, tax, stock market trading.		CATHOLIC ETHOS Enrichment Day sessions and PSHE lessons throughout the academic year cover themes of "love one another". Sessions teach tolerance and respect for all humans regardless of their background and identity. Sessions have the dignity of the student at their hearts and encourage students to support each other. Human Relationship and Sex Education is taught in conjunction with the RE department. This is taught in line with the teachings of the Catholic church, the Diocese of Lancaster and is age appropriate. Some RSHE content is delivered using ten:ten, a provider approved by the Catholic Education Service whilst the majority is using Jigsaw. Jigsaw is a mindful and child-centred approach to PSHE. It is an original and comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development.

Christ the King Catholic High School: RE Department- Curriculum Map 2026 - 2027



KEY STAGE 2

Students will come from schools who will either follow the Lancashire Agreed syllabus or the Religious Education Directory which has been designed for Catholic schools.

Studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. The study of Religious Education enables pupils to take their place within a diverse multi-religious and multi-secular society. Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human.

Throughout their religious journey (from either paths) students will skills to know and understand a range of religions and worldviews with the ability to describe, explain and analyse these beliefs. Having these skills will prepare all students with the demands of Year 7. By Year 6 student following the SACRE should be able to express their own ideas and insights into religious views and worldviews, explaining (reasonably) their point of view. Students will have the ability to analyse beliefs and teachings and values, understanding how to the two are linked.

For students from Catholic Schools following the RED, they will be equipped with key vocabulary which will be used throughout their time in secondary school- familiar with biblical skills and key religious texts as well as key religious people. Students will also be able to compare the teachings of the church to their own life or other real life experiences. Students will come to know and understand God's revelation through the person of Jesus Christ.

It is the aim that the curriculum will be succinct and knowledge will be developed on. By the end of Year 6 students should Show understanding of the literary forms found in the text's studied, including the use of

metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture's meaning goes beyond the literal. To use theological vocabulary to describe and explain Catholic beliefs. By the age of 11 pupils will be able to talk and think critically and creatively about what

they have studied, by articulating reasons for and against a given point of view, and discussing why people might give different answers. They will explore how they and others respond to musical or artistic depictions of faith. Pupils will have opportunities to play with possibilities about how people's choices in life result from their religious beliefs or worldviews and consider how this challenges their personal worldviews. By the age of 11 pupils have experienced opportunities to respond to their learning through, considering the dignity of all people, reflecting on personal experience to appreciate those who are important or significant, particularly the role of women. They will have opportunities to think about the choices they make, what sin means and if they feel called to make changes in their lives, for example, through spending time in prayer.

TERM 1

TERM 2

TERM 3

YEAR 7

Creation and Covenant

Themes:- Understanding how we know about God and how to read the Bible. Creation stories in Genesis 1 & 2. Different scientific views on creation and Catholic responses. Human responsibility towards creation and others. The role of prayer in understanding creation.

Rationale:- This unit introduces pupils to fundamental questions about God's existence and creation. It encourages respectful engagement between faith and science and highlights human responsibility and prayer as ways to deepen their relationship with God and the world.

Promise and Prophecy

Themes: Navigating the Bible: structure, translation, and its diverse books. The Old Testament's significance in Catholic faith. Understanding Scripture as inspired and the relationship between Scripture, Tradition, and the Magisterium. The role of Scripture in Mass and prayer (Rosary).

Rationale:- Pupils develop biblical literacy, learning how Scripture guides Catholic faith and worship. This encourages appreciation for the Bible's authority and its living role in Church life.

Mid Year Exams

Galilee to Jerusalem

Themes:- The Incarnation and Jesus' identity as Son of God. Son of Man, Messiah, and Lord. Addressing heretical views (Arian). The doctrine of the Trinity and its significance in worship. Exploring Jesus as the perfect human.

Rationale This unit focuses on deepening understanding of Jesus' nature and central Christian beliefs, fostering both theological knowledge and personal faith reflection.

Desert to Garden

Themes: The Paschal Mystery and its importance. The seven sacraments, with focus on the Last Supper and Eucharist. Names, presence, and significance of the Eucharist. Mass as sacrifice and worship structure. Different Christian beliefs about the Eucharist. Living the faith beyond the Mass.

Rationale:- Pupils explore the heart of Catholic worship and sacramental life, emphasizing the Eucharist's central role and how Catholics live out their faith daily.

To the Ends of the Earth

Themes:- St Luke and the Holy Spirit in Jesus' life. Pentecost and its significance for the Church. Catholic teachings on the Holy Spirit. Understanding the Church and Confirmation. The importance of Confirmation for young Catholics.

Rationale:- This unit reveals the Spirit's empowering role in the Church's mission and individual faith journeys, helping pupils understand how faith is shared and celebrated in community.

Dialogue and Encounter

Themes:- Church Councils and the Council of Jerusalem. Christian denominations and ecumenism. Introduction to world religions, focusing on Hinduism. Hindu beliefs: gods, dharma, karma, reincarnation, worship, and festivals.

Rationale. This lens encourages respect for Christian diversity and other faiths, fostering dialogue and understanding. It promotes awareness of global religious traditions and the Church's call to unity and encounter.

End of Year Exams

Progression and Golden Thread: The golden thread of the Year 7 Religious Education curriculum, following the RED, is the unfolding relationship between God and humanity, beginning with creation and culminating in the Church's mission and dialogue with the world. Pupils journey from understanding God as Creator and humanity's responsibility (Creation and Covenant), to exploring God's revelation through Scripture (Prophecy and Promise), and encountering Jesus as the fullness of God's promise (Galilee to Jerusalem). This deepens through reflection on salvation, worship, and sacrament (Desert to Garden), and the empowerment of the Holy Spirit in the life of the Church (To the Ends of the Earth). The year concludes with a focus on unity and respectful engagement with diversity (Dialogue and Encounter), promoting a coherent and progressive understanding of Catholic belief, identity, and mission.

YEAR 8

Creation and Covenant

Themes:- The Fall, Original Sin, Conscience, God's law, Baptism, sin and salvation. **Rationale:** Students explore what it means to be human in light of creation and The Fall. They consider moral decision-making, the impact of sin, and how Baptism begins the journey of redemption and relationship with God.

Promise and Prophecy

Themes:- This unit introduces prophetic texts, focusing on how **Jeremiah reflects the prophetic pattern** of calling, challenge, and hope. Students explore key themes such as **repentance, justice, and promise**, and examine the role of **John the Baptist**, especially during **Advent**. The unit also encourages reflection on how **lay people today can act as witnesses of Christ** in the world.

Rationale:- This lens focuses on God's call to humanity through the prophets. Students explore the characteristics of prophetic literature and the role of prophets as mediators of God's justice and mercy. They learn to interpret prophecy as both a challenge and a promise of hope, with John the Baptist as the bridge between Old and New Covenants. This lens nurtures a deeper awareness of social justice, the need for repentance, and the importance of active witness in the world today, particularly as preparation for the coming of Christ during Advent.

Mid year exams

Galilee to Jerusalem

Themes:- This unit helps students understand how to read and interpret Scripture, focusing on Jesus' teachings about the Kingdom of God. It explores his encounters with the marginalized, women, and Gentiles, revealing God's inclusive love. Students examine parables, miracles, and eschatological themes, and reflect on how the Sacrament of the Anointing of the Sick continues Jesus' healing ministry today.

Rationale:- This lens enables students to encounter Jesus through the Gospels and to explore how his words and actions reveal the nature of God's Kingdom. Through Scripture, they examine how Jesus prioritised those on the margins and taught profound truths through parables and miracles. Students are encouraged to consider how the Church continues Jesus' mission of healing and inclusion, particularly through the sacrament of the Anointing of the Sick. This unit encourages a lived response to faith and compassion in action.

Desert to Garden

Themes:- This unit explores the meaning of suffering through the lens of faith, focusing on Jesus as the Suffering Servant. It reflects on the significance of Lent and Holy Week and highlights the Sacrament of Reconciliation as a source of healing, forgiveness, and renewal.

Rationale:- This lens addresses the profound question of human suffering and its place within Christian theology. Students explore Jesus' suffering and death as both tragic and redemptive and are encouraged to reflect on their own experiences of suffering in light of the Paschal Mystery. The season of Lent and the Easter Triduum offer opportunities for personal reflection, spiritual growth, and renewed commitment. The Sacrament of Reconciliation reinforces themes of forgiveness, healing, and God's mercy. This unit nurtures hope and resilience rooted in Christ.

To the Ends of the Earth

Themes:- This unit explores the **Resurrection and the Empty Tomb**, along with the **disciples' reactions**. It examines Catholic beliefs about **the soul and life after death**, and considers how **Baptism and Funeral Rites** express hope in eternal life.

Rationale:- This lens focuses on the Christian understanding of eternal life and the centrality of the Resurrection to the faith. Students examine post-Resurrection encounters, the transformation of the disciples, and the theological truths underpinning belief in the soul and life beyond death. Baptism and funeral rites are taught as markers of the Christian journey, from entry into the Church to final commendation. This lens fosters hope, the mystery of the afterlife, and a sense of purpose in the here and now.

Dialogue and Encounter

Themes: This unit examines **The Second Vatican Council and Ecclesiam Suam**, highlighting the Church's call to dialogue. It explores **Catholic diversity**, such as the **Ukrainian Greek Catholic Church**, and provides an **introduction to Islam**, including its core beliefs, practices, and sacred texts. The unit encourages **interfaith dialogue and mutual respect** in a diverse world. **Rationale:-** This lens helps students understand the Church's role in the modern world, focusing on **dialogue, diversity, and interfaith understanding**. Through **Vatican II, Ecclesiam Suam**, and an introduction to **Islam**, students are encouraged to live out **Gospel values** in a diverse and global society.

End of Year exams

Progression and Golden Thread: Students explore how God continues to call humanity through prophecy, the life of Jesus, and the experience of suffering. The golden thread running through the year is one of **calling, challenge, and hope**. They study key prophetic texts, the mission of John the Baptist, and Jesus' ministry of healing and inclusion, learning how Scripture reveals God's justice and love. Through Lent and Holy Week, they reflect on the redemptive meaning of suffering and the importance of forgiveness. Across the year, students develop their understanding of discipleship and deepen their ability to interpret Scripture, apply moral teaching, and recognise their own role as witnesses of faith in the world.

YEAR 9

Creation and Covenant

Themes:- The Dignity of the human person, looking at Catholic Social Teaching, reflecting on the creation story (Genesis) with a focus on Imago Dei

Rationale:- Students explore what it means to be created in the **image of God**, focusing on the value of life and the dignity of the human person. They develop critical thinking skills by examining ethical questions such as **"When does life begin?"** and strengthen their ability to compare Church teaching with contemporary issues, including topics like marriage and abortion.

Promise and Prophecy

Themes:- Reflecting on the equality of men and women, introducing key women figures in the Bible and discussing their roles in the salvation of all people. There is a particular focus on the person of Mary.

Rationale:- Following from the last unit's exploration of the radical equality of men and women, students will then look to the role women have played throughout salvation history and identify the ways in which Mary is the fulfilment of these Old Testament promises. It is likely that this study of Mary will coincide with the feast of Advent.

Mid-Year Exams

Galilee to Jerusalem

Themes:- Mark's Gospel with direct focus on Discipleship- exploring the challenges of the disciples whilst looking at Mary as the model disciple. Vocation, the call to priesthood, looking at the sacrament of Holy Orders.

Rationale Throughout branch 3 in KS3, students have slowly built up an understanding of key themes in the Gospel of Mark. In year 7, the focus was on the titles of Jesus. In Year Eight, it was on the proclamation of the Kingdom. Links will also be made to look at the call to discipleship and to priesthood.

Desert to Garden

Themes:- understand the historical layout of the Temple in Jerusalem and its role in sacrificial atonement for the Jewish people at the time of Jesus. As a result, they will gain a better understanding of what it means to speak of Christ as the High Priest and the language of sacrifice, covenant blood and Jesus as the Lamb of God in the Eucharistic Liturgy.

Rationale:- Building on the previous unit by considering the connection between the ordained priesthood and Christ as the High Priest of our salvation. Students will build on the learning at the end of Year Eight about salvation and life after death by considering the ways in which scripture and the Church have explained how Christ's death can have a salvific power.

To the ends of the earth

Themes: Students begin study the Church- the unit begins looking at the letters St Paul wrote to the people of Corinth- students will explore the Church's teaching on the three states of the church: - Church on Earth, the Church in heaven the Church being purified (Purgatory).

Rationale We began year 9 by looking at the nature of human beings who were made in the image of God, relational beings who are created for communion. We conclude by looking at the nature of that communion that comes into existence through Christ's salvific work which we studied in the last unit.

Dialogue and Encounter

Themes:- Interfaith Dialogue, how different religions can work together to achieve the same goal- to achieve the "common good"

Rationale:- Students will be using their knowledge over the last year to consider "who is their neighbour" developing skills in articulation to link teachings to modern day life.

End of year exams

Progression and Golden Thread

The Year 9 RE golden thread is a journey of deepening analysis and effective articulation. Starting with where does humanity come from, students' progress to think about Jesus and his salvation and the roles of other people in this salvific power, refining their explanation skills and evaluating biblical and non-religious scripture. Culminating in a Key Stage 4 bridge, it emphasises self-assessment, peer feedback, and alignment with GCSE components. This cohesive progression prepares students for advanced skills when answering "discuss" style questions which require, evaluation and analysis on important topics.

YEAR 10

3.1: Judaism beliefs and teachings.

Themes:- The nature of God, the Messiah, Covenants between God, Abraham and Moses. Life on Earth, The afterlife.

Rationale:- Students are given the opportunity to explore what it means to be Jewish- this links to the previous unit studied in year 9 where they build skills in interfaith communications and drawing links between different religions and their beliefs.

3.2: Judaism- Practices.

Themes:- Worship in Britain, The Synagogue and daily life, Rituals, Festivals

Rationale:- Students are given the opportunity to explore the daily life of Jewish people today as part of a diverse religion in the UK today- they will be given the knowledge to build on analytic and evaluative skills to compare and contrast with Christian and non-religious beliefs.

1.1 Origins and meanings.

Themes:- Creation of the world and humans according to Religion an Science, The Bible, The Creation of Adam, The tree of life. Practices with focus on the world and how we look after it- CST, Stewardship and Charity work.

Rationale:- Students will develop their analytic skills, answering "Big" questions on where the world came from, comparing, discussing and articulating different and varied viewpoints, giving own viewpoints and supporting with scripture and other relevant sources of wisdom. Where relevant this theme should be studied from the perspective of humanists and Judaism.

1.2 Good and Evil

Themes:- What is good and evil? Religious views on what evil is and where it comes from- St Augustine's Inconsistent Triad. The Trinity. Beliefs on the Incarnation and links to suffering in the world. Jesus as a source of moral authority, exploring other sources of authority including conscience and natural law. Michelangelo's Pieta, how does art portray God's goodness. Popular Piety, why do people pray the rosary or seek pilgrimage.

Rationale:- Through studying this theme, learners consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. Students develop their skills in articulation and supporting their viewpoints with relevant references to scripture and other sources of authority.

End of Year Exams

Work Experience.

Progression and Golden Thread:

The golden thread in the RE curriculum unfolds through progressive exploration of philosophical debates, elevating complexity and critical analysis each term. Starting with Judaism allows students to have 'In'formation to compare and contrast different religious traditions throughout Paper 1 as requested by the exam board. . Students continuously refine their analytical skills, ensuring that they are evaluating philosophical questions using key vocabulary. The integration of a variety of religious and non-religious beliefs/ thinkers, allows students to strengthen their analytical, evaluation, and writing skills which is central. Significantly, the Year 10 curriculum meticulously lays the foundation, strategically preparing students for the rigorous demands of GCSE in alignment with the Eduqas GCSE syllabus.

YEAR 11

1.2 Good and Evil

Themes:- What is good and evil? Religious views on what evil is and where it comes from- St Augustine's Inconsistent Triad. The Trinity. Beliefs on the Incarnation and links to suffering in the world. Jesus as a source of moral authority, exploring other sources of authority including conscience and natural law. Michelangelo's Pieta, how does art portray God's goodness. Popular Piety, why do people pray the rosary or seek pilgrimage.

Rationale:- Through studying this theme, learners consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. Students develop their skills in articulation and supporting their viewpoints with relevant references to scripture and other sources of authority.

2.1- Life and Death.

Themes:- exploring catholic and other people believe about what happens when we die, engaging in a debate on the right to die argument, what is the belief about heaven, hell and purgatory. Students will investigate different biblical scripture about forgiveness. Exploring the importance of the Magisterium and the changes Vatican II has on the life of people today. Investigating artefacts including the Sarcophagi and its links to the idea of resurrection. Important stages of the Catholic funeral including mass and how it is connected to the belief of eternal life. Importance of prayer and praying for the dead.

Rationale:- Students will be expected to demonstrate an understanding of the influence of religion on individuals and communities like in previous units, this will strengthen skills which have been developed over the last 5 years e.g. explanation and evaluation. This theme requires learners to consider religious beliefs about the nature of life and death. Learners are expected to make relevant references to scripture and other sources of authority

2.2- sin and Forgiveness.

Themes:- what is the difference between crime and sin? What is the aim of punishment? What do Christians and other groups say about forgiveness and Capital punishment? Exploring encyclicals written by the Pope on topics of punishment. Investigating redemption, what Jesus' death means for people being saved. Reflecting on the role of Mary and the Church including the importance of the sacraments received within the Christian community. Should we evangelise?

Rationale:- This theme requires learners to consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored. Students are expected to make relevant references to scripture and other sources of authority. Another theme of big philosophical questions which need to be analysed and evaluated using the skills which have been developed throughout the RE classroom

Revision Block

Key Focus: Comprehensive revision and consolidation of skills and recap of key knowledge including sources of wisdom which are vital to revise before the exam.

Rationale: The culmination of the GCSE curriculum, integrating and reinforcing all knowledge and skills for successful examination performance.

Progression and Golden Thread:

Every term consolidates reading, analysis and writing skills, steadily honing them to meet GCSE exam expectations. Analysis evolves in complexity, from describing to supporting viewpoints. Sources or wisdom to analysing complex philosophical questions. The Year 11 curriculum closely mirrors the Eduqas GCSE syllabus, meticulously preparing students for their upcoming exams. The last term equips students to solidify knowledge and skills needed to perform well in GCSE examinations.

Cultural capital: The RE curriculum at Christ the King Catholic High School is designed to equip students with knowledge and cultural capital so succeed in life. It provides students with essential knowledge about world religions and different communities so that they are well informed citizens ready for the real-world. Our RE curriculum also provides students with plenty of opportunities to develop their critical and reflective thinking which will support them in discovering their own journey of purpose and meaning in the future.

Extra-curricular: The RE Department offers a wide array of enriching extra-curricular opportunities, including Faith in Action group which works towards the faith in action award; the RE department works very closely with organisers of Extended Learning Days and runs sessions on each of these days including sessions for GCSE and sanctity of life, exam pressures and also Catholic Social Teaching. The RE department also take part in NATRE spirited arts competitions.

Christ the King Catholic High School: **RE DEPARTMENT** - Curriculum Map 2023 - 2024



ENRICHMENT & PERSONAL DEVELOPMENT		CAREERS EDUCATION
YEAR 7	Year 7 enrichment and personal development is supported through an Extended Learning Day (ELD) focused on building positive relationships and developing a strong sense of Catholic identity. This experience links directly to RE lessons on community, belonging, and what it means to live as a follower of Christ, helping students explore how values such as love, respect, forgiveness, and service are put into practice. Through team-building activities, reflection, and discussion, students are encouraged to consider their role within the school community and the wider Church, whilst developing skills in empathy, cooperation, and self-awareness. This complements classroom learning by allowing students to actively experience and reflect on Catholic teachings, supporting both their spiritual growth and personal development. Students are also invited to a talk by Craig Lavender, speaker of Good News Bibles, and each student is given their own copy of the Good News Gospel.	In Year 7, careers links in RE focus on introducing students to how faith is lived out through service, community, and responsibility. Through topics such as Catholic identity, relationships, and stewardship, students explore careers linked to charity work, environmental roles, teaching, and community-based professions. Activities like <i>Saints in Service</i> and stewardship learning help students recognise how values such as compassion, care, and respect are important in careers that support others and protect the world.
YEAR 8	Year 8 enrichment and personal development is shaped by the Religious Education Directory, focusing on helping students deepen their understanding of faith, discipleship, and moral decision-making in everyday life. Through RE lessons, students explore how beliefs influence actions, and this is extended through enrichment opportunities that encourage reflection on their own values and choices. Activities may include discussion, creative responses, and collaborative tasks that explore themes such as forgiveness, justice, and what it means to follow Christ in the modern world. This supports students in developing empathy, respect, and a growing sense of moral responsibility, while strengthening their understanding of how religious teachings shape individuals and communities, in line with the curriculum's emphasis on living out faith in practice.	In Year 8, students develop a deeper understanding of discipleship, morality, and living out faith in everyday life, which links to careers involving ethical decision-making and working with diverse communities. RE supports pathways into social work, counselling, youth work, and public service roles by encouraging students to reflect on justice, forgiveness, and responsibility. The emphasis on understanding different beliefs and perspectives also supports careers in education, community leadership, and roles requiring strong interpersonal skills.
YEAR 9	Students also participate in carefully planned workshops as part of their Extended Learning Drop Down Days, where they explore their responsibility towards the wider world and the importance of caring for what has been entrusted to them. As part of this, students take part in a litter-picking activity to develop a practical understanding of stewardship, directly linking to RE lessons on creation and the responsibility to protect God's world. This experience is further enriched through cross-curricular links with Geography, particularly in exploring the teachings of <i>Laudato Si'</i> , helping students connect Catholic beliefs about environmental responsibility with real-world action and community engagement, while also developing teamwork and a sense of social responsibility.	In Year 9, careers links become more focused on applying moral and philosophical thinking to real-life situations. Students explore themes such as human dignity, responsibility, and social justice, which connect to careers in law, policing, healthcare, and advocacy work. RE helps students develop evaluation and reasoning skills, preparing them for future pathways where ethical judgement and decision-making are essential, as well as strengthening communication skills needed in professions such as journalism and public service. Students explore the meaning of vocation and what it means to be called to do something in their life, in this respect it is the priesthood but students may understand that they are called to nursing/teaching.
YEAR 10	A Shabbat Experience Simulation allows students to engage practically with Judaism by recreating elements of a traditional Shabbat meal, including the lighting of candles, sharing of challah bread, and recitation of the Kiddush, while exploring the symbolism and meaning behind these practices in Jewish worship and family life. In addition, although Catholic Social Teaching (CST) is a core area of study, this can be developed further through enrichment by encouraging students to apply key principles such as the dignity of the human person and solidarity to contemporary issues like poverty, migration, and climate justice, with opportunities to connect learning to real-world action through links with charities such as CAFOD. This learning can be strengthened through debate, enabling students to critically evaluate how religious teachings influence ethical decision-making in modern society	Studying EDUQAS Route B in Year 10 helps students develop valuable skills that link to a wide range of careers. Through topics such as Catholic Social Teaching, ethics, and Judaism, students build skills in critical thinking, evaluation, empathy, and communication, which are highly valued in professions such as law, where moral arguments and justice are central, and healthcare, where understanding ethical issues like the sanctity of life is essential. The course also supports careers in teaching, chaplaincy, and youth work, as well as roles in charities and international development organisations like CAFOD, where principles such as human dignity and social justice are applied in real-world contexts. Additionally, the ability to analyse beliefs and present balanced arguments supports careers in journalism, social work, and counselling, making Religious Education a strong foundation for any career involving people, ethics, and decision-making.
YEAR 11	Our comprehensive Religious Education curriculum and focus on independent learning create students who are fully prepared for the wider world. Extended Learning days provide students to further discover relationships in light of Catholic Teaching; including the sanctity of life	Students are encouraged to critically analyse sacraments within the Catholic church, one of those seven being Sacrament of the sick, evoking an interest in nursing/ palliative care/ mental health job roles. Students are also encouraged to think critically about the nature of punishment, looking at retribution and deterrence, evoking an interest in Prison guards, police officer and jobs in the law.

**LITERACY
&
NUMERACY**

In order to create an informative and detailed Religious Curriculum, nurturing essential literacy skills are a must, these include reading, writing as well as engaging in some debates. These skills begin in Primary school but are carefully picked up in Year 7 where students are faced with BIG philosophical questions which require much discussion. Reading is key in the RE classroom as students need to read biblical scripture but are also given key vocabulary which needs to be learnt and recited.

Numeracy is also integrated into Religious Education lessons, particularly if looking at Census information about religious information.

**CATHOLIC
ETHOS**

At Christ the King, our RE Curriculum is thoughtfully designed to cater to the diverse needs of our students, embracing the Catholic ethos. Through the study of Religious Education we aim to teach the whole child holistically, allowing them to understand themselves, producing critical thinkers, creating understanding humans who strive to be well informed.

Our inclusive approach ensures flexibility and high expectations for all, recognising the unique value of Religious Education in exploring diverse perspectives while staying true to our Catholic Identity.