Y9 Course Handbook

2025-2026

Information for families and students

Valuing Everyone
Caring for Each Other
Achieving Excellence

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Key Contacts

At Tapton we believe in fostering strong lines of communication with parents and carers to support our community and ensure positive relationships. Please use the contact email addresses below if you have a question regarding your child's pastoral care or academic progress and we will ensure the best placed member of staff responds

Year 7: year7@taptonschool.co.uk

Year 8: year8@taptonschool.co.uk

Year 9: year9@taptonschool.co.uk

Year 10: year10@taptonschool.co.uk

Year 11: year11@taptonschool.co.uk

KS3 - Curriculum Overview

- Key Stage three students have 25 hours of lesson time a week.
- Year groups are split into three bands (X, Y & Z).
- Students are taught as a form group in Year 7 for Geography, History, Drama, Music, IT, EPR and Personal Development. These classes will be slightly altered moving into Year 8 and Year 9.
- In Languages, students commence studying a language in Year 7 and continue with that language until the end of Key Stage Three and are strongly encouraged to continue it until the end of Key Stage Four.

Subject Area	Number of weekly hours – Y9
English	3
Maths	3
Science	3
Languages	3
Geography	2
History	2
EPR	2
PE	2
Art	2*
Music	2*
Drama	2*
Computer Science	2*
Technologies: Product Design, Engineering, Food & Textiles	2*
Personal Development	1

*Dependent on choice of Art and Technology in Subject Choice process

Curriculum Intent

Our ambitious and bespoke curriculum is designed to allow all students to realise their life chances and dreams. Inclusion and destinations drive all our decision making. We aim to ensure that every child is fully engaged in learning and gains and retains a deep body of knowledge. This ensures they are ready for a successful transition to the next stage of learning and onwards to employment.

We value everyone, care for each other and achieve excellence.

Every child has the right to a broad and balanced curriculum with a quality experience in the Arts, Technology, Science, Ethics Philosophy and Religion, Physical Education, a Modern Foreign Language and the Humanities, alongside a strong core subject experience in English and Maths.

The school is committed to a three-year KS3 experience. At every key stage we build the composite knowledge and skills for progress and future success. Our broad, knowledge rich curriculum ensures engagement and allows students to discover their own passions and make appropriate learning and life choices. Our vision is to embed cultural capital across all groups.

We believe the heart of our curriculum must be academic because this is the best guarantee for student destinations and removes obstacles for social mobility. Our curriculum offer is personalised to the individual needs of young people, particularly those at risk of disengagement and exclusion. As a Vision Support school, we deliver independent living skills for VI students and where appropriate other students with high needs.

We are a values driven school that celebrates the diversity of our community. Ethics, Philosophy and Religion is an integral part of the curriculum for every student from Year 7 to 11. Universal values of tolerance and understanding are deeply embedded within our Ethics Philosophy and Religion, Personal Development and Form Time programme as are LGBTQ+, anti-sexism, anti-racism and anti-bullying.

Assessment

Formal assessments and examinations are calendared at points throughout the school year. When an assessment is approaching, we will share details of revision topics with all students and families on Class Charts and with letters home. Students will also receive precise information in lessons and from their teachers on Class Charts. This information will support revision and preparation; results will be shared with families through our tracking processes and will inform our interventions going forward.

In addition to calendared assessment weeks, all subjects will use a range of assessment methods to track student progress. These could range from written assessment papers completed in lessons, presentations, quizzes, in class questioning, self and peer assessment and evaluations.

Tracking Reports:

We report student progress through our tracking reports. There are two tracks for each year group; these are shared via Class Charts and email. A paper copy is also handed to students.

Key Stage Three - Homework

Homework set at Tapton is set in line with our touchstone;

'meaningful, manageable, and predictable'.

Meaningful: Homework tasks are embedded into the curriculum and relevant to the learning in the classroom. All homework set supports students and facilitates their in-class performance or revision for assessments.

Manageable: Homework tasks are designed to be short and regular to encourage good study habits in preparation for later study and working life. To support the completion of homework, any student can go to the library before or after school any day of the week and there is a Homework drop-in on a Wednesday after school monitored by the Academic Mentor and Sixth Form helpers.

Predictable: At Key Stage Three we expect students to receive a piece of homework in each subject for every six hours taught. Homework should take approximately thirty minutes to complete per subject, and students should complete around three hours of homework a week. Homework tasks do not have to be written and could take the form of reading, learning or revision. In mastery subjects (Maths and MFL) students will receive weekly homework to help with their proficiency in these areas and all students will receive a weekly reading homework from English.

Homework is set using the online platform 'Class Charts'. Homework is shared by class teachers on this system on the day it is set before 5pm. Students will always be given a minimum of three nights to complete any homework set. Parents and carers can also access 'Class Charts' to monitor their child's homework and deadlines.

Homework Monitoring - systems and procedures

All students receive feedback and praise for completed homework. Feedback may be verbal, provided as whole-class feedback or individual written feedback.

Classroom teachers will deal directly with any non-completion of homework by having a conversation with anyone who has not completed a task and logging it as a non-completion on Class Charts which will generate a negative behaviour point. Class teachers will set a detention for homework to be completed. Continued and repeated non-completion of homework will be addressed by the Subject Leader, Year Leader or Academic Mentor as necessary and a referral to the Homework Club may be made.

Homework Club

The library is open every day after school where students have access to resources to support them with their studies. Furthermore, the Academic Mentor and Sixth Form support will be available in the library for further assistance at Homework Club on a Wednesday after school.

Careers and our extracurricular offer

Each year group from Year 7 through to Year 13 has access to a vast array of careers information and can experience many different extracurricular offers. A few examples for students include:

Careers:

- **LMI Assembly**
  - Each year group will have an assembly that is age appropriate focusing on local labour market updates and opportunities. The aim is to ensure all students know about the local industry and skills required for the in-demand roles.
- **Unifrog**
  - Is an online tool for students to research career opportunities and identify action points to work towards these goals. The site covers apprenticeships, University and College. All students will be given the opportunity to learn how to navigate the platform and how to record meaningful encounters and experiences that they have had throughout their time at school
- **Interactions with employers**
  - Each year group will have at least 2 interactions with employers every year. This will provide students the opportunity to learn from employers about work, employment and the skills that are valued in the workplace.
- **Careers in Personal Development lessons**
  - All students receive weekly lessons on Personal Health, Social and Economic Education. As part of this provision students receive age-appropriate information on career opportunities, employment rights, further education and progression guidance.
- **1:1 Careers interviews by referral.**
  - Throughout the year all students will have the opportunity to attend a one-to-one careers interview with a qualified, independent careers advisor. A report will be produced for each student highlighting their current ideas, aspirations and possible pathways to achieve their goals. These are shared with students and parents and carers.

Each year group will have specific experiences to guide them through decisions and future careers, always supported by Personal Development lessons:

- Year 7 Raising Aspirations Event
- Year 8 Subject Choices process
- Year 9 GCSE Study process

<u>Extracurricular activities</u>

At Tapton we want to provide all students the opportunity to enhance their physical and emotional well-being, enabling them to become active citizens by developing and discovering their interests and talents. To assist with this there is a vast array of extracurricular activities for students to take part in during their time at school. Students will be provided a timetable which outlines all the different clubs available to them. This will also be displayed in their form room and in student reception.

English

Subject Leader: Mrs C Law **Email:** claw@taptonschool.co.uk

Key Stage Three Leader: Mrs S Simpson **Email:** ssimpson@taptonschool.co.uk

Curriculum Intent: We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** Dystopia: descriptive and story writing. Modern play: analytical writing.	**Students will:** Write a descriptive narrative inspired by the dystopian genre with a picture stimulus. • Describe and story tell successfully – making a variety of language and structural choices to have an intended effect. • Analyse a literature text, considering a range of language and structural effects of the choices made • Confidently apply rules of grammar to writing embedding them to create an intended effect Analyse how the relationship between two characters is presented across the play. • Become a confident reader with strategies to unpick challenging texts. • Analyse a literature text, considering a range of language and structural effects of the choices made • Understand a writer's message and reasoning for writing a text.
Spring	**Topics:** Romeo and Juliet: analytical writing. Love and Relationships poetry: analytical, comparative writing.	**Students will:** Analyse how a character is present across the play. • Become a confident reader with strategies to unpick challenging texts. • Analyse a literature text, considering a range of language and structural effects of the choices made • Understand a writer's message and reasoning for writing a text. Write an analytical essay comparing how two poets present love in each poem. • Become a confident reader with strategies to unpick challenging texts. • Analyse a literature text, considering a range of language and structural effects of the choices made • Compare and contrast two texts. • Understand a writer's message and reasoning for writing a text.

Summer	**Topics:** 19th century: writing to persuade. Teen problems and solutions: speaking and listening.	**Students will:** Write an article to show their opinion on how far we've come since the 19th century • Write persuasively successfully – making a variety of language and structural choices to have an intended effect. • Analyse a non-fiction text, considering a range of language and structural effects of the choices made. Present a speech on a topic of their choice • Write persuasively successfully – making a variety of language and structural choices to have an intended effect. • Analyse a non-fiction text, considering a range of language and structural effects of the choices made. • Engage with discussion and be courteous towards my peers.

Homework:
A reading homework will be set weekly for all students in KS3. This will be set on Class Charts weekly where parents/carers are expected to sign to show that their child has completed the reading.

Assessment:
Progress tasks in all lessons.
Self and peer assessment to check progress.
Descriptive/story teacher marked assessment.
Writing to persuade teacher marked assessment.
One teacher marked literature assessment.
Speaking and listening assessment.

Links to Personal Development:
Promoting inclusivity and diversity of all protected characteristics.
Social development: Practise using a range of social skills in different situations.
Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.
Character: Reflect Wisely, learn eagerly, behave with integrity, cooperate.
Moral development: Recognising the difference between right and wrong.
Cultural development: Understanding the wide range of cultural influences that shape an individual.

How is my knowledge further developed in Year 9?
How is my knowledge developed further at GCSE?
The curriculum intent stays the same: better communicators
All skills taught in Key Stage Three will be revisited in Key Stage Four. We follow a spiral curriculum where all skills visited in KS3 will be revisited in Year 10 with a higher level of challenge.

- Reading challenging texts from a range of genres, time periods and writers
- Writing analytical and comparison essays
- Writing stories and description
- Writing persuasively
- Speaking and listening

Maths

Subject Leader: Mrs A Jenkins **Email:** ajenkins@taptonschool.co.uk

Key Stage Three Leader: Miss R Gilbertson **Email:** rgilbertson@taptonschool.co.uk

Curriculum Intent: We build confidence with mathematical reasoning which is essential for everybody's future. We ensure that all students have the mathematical fluency, reasoning, and problem-solving skills to not only excel in assessments, but to fulfil their hopes and dreams in the world beyond. We motivate, challenge, and inspire a very able cohort, whilst supporting and nurturing students who lack confidence and those that struggle with mathematics. We deliver a curriculum which allows students to achieve the best they can.

	Core Knowledge	Procedural Knowledge
	Topics: Number. Algebra. Ratio. Proportion & rates of change. Geometry & measures. Probability. Statistics.	**Students will:** Become fluent in the basics of mathematics. Be able to reason how and why the mathematics works (or doesn't sometimes). Be able to apply their mathematics to solve problems which are both abstract and from the real world. Apply mathematical knowledge in Science, Geography, Computer Science and other subjects.

Homework:
Weekly homework is set using predominantly Mathswatch & sometimes Hegarty to practise the skills learnt that week
Revision tasks are also set as homework to prepare for the 2 main assessments

Assessment:
There are two main formative assessments during the year assessing the skills taught and the student's ability to apply the skills to problem solving
Assessment for learning during lessons is key to assessing students informally every maths lesson so teaching is tailored to the students

Links to Personal Development:
Mathematical knowledge, skills and their application to problem solving is key and requires resilience and the willingness to make mistakes and learn from them
The curriculum is linked to the real world wherever possible
We make cross curricular links with Science, Technology, Geography, & Food wherever possible
We support students to get the best grades that they can, so they have as much career choice as possible

How is my knowledge developed further at GCSE?
Key Stage Three is the first 3 years of a 5-year curriculum of which the last 2 years are GCSE Maths.
GCSE Maths content builds on all the skills learnt in Key Stage Three.

Science

Subject Leader: Miss J Rigby **Email:** jrigby@taptonschool.co.uk

Key Stage Three Leader: Dr J Hufton **Email:** jhufton@taptonschool.co.uk

Curriculum Intent: To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all to be 'scientists' by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world and to provide a high challenge, high quality science education for all our learners

	Core Knowledge			Procedural Knowledge
	Biology	**Chemistry**	**Physics**	
Autumn 1	Cells and microscopy	Atomic Structure	Molecules and matter	**Students will:** Select, plan, and carry out the most appropriate scientific enquiries to test predictions. Identify independent, dependent and control variables. Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety. Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility. Explain data in relation to predictions and hypotheses. Understand that scientific theories are modified to take account of new evidence. Understand importance of publishing results and peer review.
Autumn 2	Transport across membranes	Atomic Structure	Energy transfer by heating	
Spring 1	Cell cycle	The Periodic Table	Radioactivity	
Spring 2	Digestion and enzymes	Chemical Analysis	Radioactivity Energy resources	
Summer 1	Transport in animals	Chemical Analysis	Energy resources	
Summer 2	Transport in animals	Chemical Analysis	Energy resources [Introduction to electricity]	

Homework:
Students will receive homework for every six hours that they are taught.
Students will be provided with a homework booklet that contains a different activity to complete for each homework. Tasks will include revision activities, past exam questions, knowledge organisers and vocab builders.

Assessment:
Several Low Stake Assessments (LSAs) across the year. These will consist of approximately 15 marks of past exam questions.
There are also two assessment weeks.
The November assessment will cover the Biology topic on Cells and Microscopy, the Chemistry topic on Atomic Structure and the Physics topic on Molecules and matter.

The June assessment will cover the Biology topic(s) on Cells, Microscopy, Transport across membranes and Digestion, the Chemistry topics on Atomic Structure, The periodic table and testing for gases and the Physics topics on Molecules and matter, Energy transfer by heating and Radioactivity.
Links to Personal Development: Enabling students to recognise risks to their own wellbeing. Social development: Practise using a range of social skills in different situations. Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.
How is my knowledge developed further at GCSE? The Science curriculum is a spiral. Every topic is revisited and built upon. All ultimate knowledge from one year or key stage becomes the proximal knowledge for the next year or Key Stage.

Geography

Subject Leader: Mr A Kennedy **Email:** akennedy@taptonschool.co.uk

Curriculum Intent: Geographers are the heroes of tomorrow; they are engaged by the study of planet Earth and learn how to creatively solve problems for a sustainable future. **Geographers are critical thinkers;** they apply their knowledge and understanding to the human and natural world appreciating the interconnectedness between different systems. **Geographers are global citizens;** they understand their own place in the world but can also think with empathy to consider the attitudes and values of other stakeholders too. **Geographers enjoy learning beyond the classroom;** they undertake fieldwork to test the theories of our subject and gain first-hand experience of Geography in action.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topic: Frozen Planet.** Students will explore the frozen parts of our planet. This will include: • The global location of alpine glaciers and polar ice sheets and reasons why they are found in these regions. • The geomorphic processes that created a landscape shaped by glaciers. • How to recognise glacial landforms in the UK on an OS map. • A case study investigation into what makes Antarctica such a distinctive continent. • The threats and opportunities presented by the Antarctic continent.	**Students will:** • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns. • Apply their knowledge of altitude and altitude to explain geographical patterns. • Work with geographical data, such as climate data, to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Autumn Term 2	**Topic: Global Development** Students will investigate the challenges posed by differences in global development. This will include: • Understanding what geographers mean when assessing levels of development. • Learning how development is measured using both traditional measures, such as income, and other methods, such as happiness. • Analysing patterns of global development as well as zooming in to look at how development varies across the case studies of the USA (national scale) and within London (a single city).	**Students will:** • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns in levels of development. • Work with geographical development data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.

Spring Term 1	**Topic: Global Development (Cont.)** Students will progress from the initial study of development to build an understanding of the role played by Sustainable Development Goals (SDGs). This will include: • Knowing what the 17 SDGs are and their purpose. • Applying their knowledge of the SDGs to specific case study examples to evaluate their success.	**Students will:** • Work with geographical development data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their understanding of the interaction between humans and natural processes. • Write extended prose to describe, explain and evaluate their learning.
Spring Term 2	**Topic: Sustainable Transport** We all need to get around, but this unit will introduce students to the impact our methods of transport can have. This will include: • Which modes of transport emit the greatest amount of greenhouse gas emissions? • The impact of air travel and how it could become more sustainable in the future. • The impact of emissions from cars and how we could make personal transport more sustainable in the future.	**Students will:** • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns. • Work with geographical data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Summer Term 1	**Topic: The Middle East** In this place study, students will learn more about this region of the world. This will include: • The urban and physical geography of the Middle East region. • The climate of the Middle East region. • The demography of the Middle East region. • The issue of water security in the Middle East region. • How conflict affects the Middle East. • A case study exploring how Saudi Arabia is trying to diversify its future economy away from oil.	**Students will:** • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns with a focus on the Middle East. • Work with geographical data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Summer term 2	**Topic: Changing Climate** The final lessons of Y9 will focus on the challenge presented by climate change. We will be teaching the first topic of the GCSE course and students who have selected GCSE Geography will begin working in their Key Stage Four books. This will help their transition to Y10 in September. The course will include: • How is our climate changing • What is the evidence for climate change • Natural causes of climate change • Human causes of climate change • Global impacts of climate change • UK impacts of climate change	**Students will:** • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns. • Work with geographical data to perform basic calculations and assess the impact of climate change on our planet. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.

Homework:
Homework will be set every three weeks. The homework will take the form of knowledge organiser tasks which will consolidate their learning up to that point and also provide a resource that can be used towards revision for their interim and formal assessments. There will also be a challenge task for students to extend their learning beyond the taught curriculum.

Assessment:
In lessons there will be regular review questions of prior learning at the start of each lesson, question and answer sessions led by the teacher and short mid-topic tests to check knowledge and address misconceptions. There may also be end of topic tests, providing they don't clash with the formal assessments, which students will be told about when they begin a new topic.

Formal assessments will include:

- **Autumn:** Frozen planet, Plate Tectonics, Geographical Skills (including graphs, data, and maps)
- **Spring:** Global development, Environmental sustainability (such as: transport, plastic, fashion), Geographical Skills (including graphs, data, and maps)

Links to Personal Development:
The topics studied in Year 9 may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples could include glaciologists, development aid workers, foreign diplomats and sustainable transport planners. Class notice boards will also have displays showcasing various careers in which students may use their geographic knowledge, understanding and skills in the future. In particular, the study of geography will help with students' cultural development. Understanding the wide range of cultural influences that shape individuals and different places.

How is my knowledge further developed at GCSE?
As students move on to study GCSE Geography, they will find the topics covered during Key Stage Three provide them with a good hinterland knowledge on which to build an even deeper understanding. Year 10 topics such as Sustaining Ecosystems and Distinctive Landscapes will build directly on the work of Key Stage Three which topics such as Urban Futures and Resource Reliance will provide newer learning. Similarly, the graphical, cartographic and maths skills practiced during Key Stage Three will be use at GCSE and students should be confident applying these skills to their GCSE learning.

History

Subject Leader: Mr A McAuley **Email:** amcauley@taptonschool.co.uk

Key Stage 3 Leader: Ms F Nasser **Email:** fnasser@taptonschool.co.uk

Curriculum Intent: To provide students with critical skills of analysis and evaluation, not simply to study the past, but also to deal with the world around them. To provide students with a sense of how the past has shaped the world they are growing up in, locally, nationally, and globally.

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** The inter-war years including the rise of Hitler in Germany The Second World War	**Students will:** Explain why events happened (causation). Recognise and compare historical interpretations. Understand why historical interpretations have changed over time. Make inferences from contemporary sources. Make comparisons and connections (similarity and difference).
Spring	**Topics:** The Holocaust The Cold War	**Students will:** Explain why events happened (causation). Recognise and compare historical interpretations. Understand why historical interpretations have changed over time. Make inferences from contemporary sources. Make comparisons and connections (similarity and difference).
Summer	**Topics:** Civil Rights in the USA and South Africa	**Students will:** Explain why events happened (causation). Recognise and compare historical interpretations. Understand why historical interpretations have changed over time. Make inferences from contemporary sources. Make comparisons and connections (similarity and difference).

Homework:
Homework is set on Class Charts for every six taught hours.

In the Autumn term this will comprise Inter-war menu; a Sheffield Blitz reading and online quiz; Assessment preparation task; and revision of glossary terms for an in-class test. In the Spring term students can expect an *Anne Frank* fact finding task; an online quiz relating to the Holocaust and review of learning; an online quiz about The Korean War; and a further revision task to prepare for the next assessment. In the final term, students will have video clips/ online quizzes relating to Native American Civil Rights; US Civil Rights for women; and the Bristol Bus Boycott.

Assessment:

Autumn Term Assessment 1: On aspects of Year 7/ Year 8 content, including the First World War; the Rise of Hitler; and the Second World War. This will assess knowledge retention; making inferences from sources; comparison of interpretations and understanding of why they differ; explanation/ causation.
Summer Term Assessment 2: On aspects of Year 7/ Year 8 learning; the Holocaust; the Cold War; and US Civil Rights. This will assess: description skills; explanation / consequence; making inferences from sources; and understanding how historical interpretations are shaped by context

Links to Personal Development:

British Values: Democracy, individual liberty, rule of law, mutual respect and tolerance
Promoting inclusivity and diversity of all protected characteristics
Prepare learners for future success in education, employment and training
Moral development: Recognise the difference between right and wrong
Cultural development: Understanding the wide range of cultural influences that shape individuals

How is my knowledge developed further at GCSE?

For those students choosing to study History, there is an opportunity to deepen their engagement with the Norman Conquest (links to the Fight for Power in Year 8), the Making of America (links to Transatlantic Slavery in Year 8 and US Civil Rights in Year 9) and Life in Nazi Germany (links to Rise of Hitler and WWII in Year 9). GCSE also tests the skills acquired throughout the Key Stage Three programme of study.

Modern Foreign Languages (MFL)

Subject leader: Ms J Askew **Email**:jaskew@taptonschool.co.uk

Curriculum Intent:

- We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity
- We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work
- Cultural and social horizons are broadened and self – esteem is built, not only in lessons but also through wider opportunities such as trips and visits
- We guarantee depth and breadth, developing students' written and verbal communication skills and literacy.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topic:** Talking about yourself and your family and your relationships	**Students will:** Build upon the knowledge and skills acquired throughout KS3. Due to the spiral nature of the curriculum, all skills and grammatical concepts covered in Year 7 and Year 8 are revisited and practised, for example giving justified opinions, using adjectival agreement, consolidating and applying a range of tenses correctly. Our objective is not only to enrich students' linguistic capabilities, but also to provide them with a solid foundation to begin the GCSE course in Year 10. Become confident in the use of negative expressions. Revisit adjective use including the comparative and superlative. Consolidate the present tense of reflexive verbs
Autumn Term 2	**Topic:** Free time activities – Music, concerts, sports, TV	**Students will:** Acquire further cultural capital and knowledge of the Target language speaking countries. Perfect their skills to be able to comprehend a wide range of texts in the target language in an range of time frames and be able to produce extended responses, both written and verbal.
Spring Term 1	**Topic:** Cinema, shopping and other hobbies, future plans	**Students will:** Revisit all time frames to be able to narrate trips and visits associated with their hobbies Revise adverbs of frequency.
Spring Term 2	**Topic:** Future relationships, marriage and ideal partners. Talking about work and jobs.	**Students will:** Revise all future time frames, including consolidation of the Simple future tense.

Summer Term 1	**Topic:** Celebrity culture - role- models and inspirations, TL country actors and singers, reality TV stars, streaming, fashions and sports icons, models and influencers Reasons for their status as icon/inspiration – foundations, charity work, behaviour, vices	**Students will:** Develop their opinion and justification phrases Be able to discern between simple past tense and the imperfect and the future tenses and the conditional
Summer term 2	**Topic:** Media and Technology – types, uses, pros and cons, opinions and justifications, technology before and now, can we live without technology.	**Students will:** Revisit the contrasting of tenses – present/imperfect Be introduced to Si/wenn (if) clauses and the Conditional tense

Homework: The purpose of homework set in MFL is to consolidate the learning that happens in the classroom and develop the key skills of listening, speaking, reading, writing and translation.
Students are issued with a homework booklet and homework is set once a week, normally taking the form of some of the following:

- Reading comprehension exercises
- Vocabulary learning
- Grammar consolidation
- Written tasks
- Research

Assessment: Low stakes grammar and vocabulary tests, assessment for learning activities, targeted questioning and a range of pair, group and whole class work.
Aside from the two assessment points (detailed below), MFL will conduct low stakes individual student speaking tests at chosen points in the year (whenever is deemed most suitable across the academic year) to facilitate student's phonics and pronunciation practice and to prepare them from an early stage in their language learning for the formal speaking exams which form part of the GCSE examination at the end of Key stage 4.
Assessment Point 1 – November – listening, reading and writing
All topics covered in Y9 so far and those covered in Y7 + Y8 too
Assessment Point 2 – June - listening, reading and writing
All topics covered in Y9 and those covered in Y7 + Y8 too

Links to Personal Development:
Students will learn mutual respect and tolerance and develop an understanding of other cultures, which in turn will increase their social and cultural development, enabling them to become global citizens who fully appreciate the cultural capital they receive in MFL lessons. Their resilience develops as challenge builds and pair and group work facilitates moral and social development.

How is my knowledge further developed at GCSE?
In terms of core knowledge, the GCSE course in MFL builds upon the phonics, vocabulary and grammar that students have acquired at KS3. The topics covered at GCSE are detailed below:

- Theme 1 – People and lifestyle
- Theme 2 – Popular culture
- Theme 3 – Communication and the world around us

In terms of procedural knowledge, the GCSE course consolidates the skills of listening, speaking, reading and writing and allows students to develop and apply these skills at a higher level.

Ethics, Philosophy and Religion

Subject Leader: Ms K Molyneux **Email:** kmolyneux@taptonschool.co.uk

Curriculum Intent:
Students of Ethics, Philosophy and Religion are the critical thinkers and problem solvers of tomorrow; they are engaged in developing knowledge and understanding of religious and non-religious worldviews to foster a greater appreciation of the rich, culturally, and religiously diverse world in which they live. Students will develop their own spiritual, moral, and social awareness by increasing their understanding of the complex issues and challenges faced by people from all walks of life within their own city and beyond. It is our ambition that students leave Tapton with a greater understanding of their own place within society, both locally and globally. We will foster a culture of critical enquiry and analysis through the study and evaluation of philosophical arguments, religious scripture and other sources. Our goal is to create and nurture an intellectual curiosity in students so that they develop a love of learning and an understanding of the role of the subject within the curriculum and beyond.

	Core Knowledge	Procedural Knowledge
Autumn Half Term 1 and 2	**Topic: Christian Beliefs** Students will undertake an in-depth study of the core beliefs of the largest religious worldview represented at Tapton and the main religious tradition of Great Britain. They will learn about: • Christian beliefs about the nature God, creation, the role of Jesus as the Son of God, salvation and atonement, divergent beliefs about life after death (theological lens). • The philosophical problem of evil and the challenges poses Christian beliefs about the nature of God (philosophical lens). • The divergent solutions to the problem of evil and suffering offered by Christianity such as biblical, theoretical and practical solutions.	**Students will:** • Analyse data. • Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing. • Develop confidence in reading and interpretation of key texts using active reading strategies. • Engage thoughtfully in discussion work using a range of oracy strategies. • Develop their extended writing skills in response to their learning.
Spring Half Term 1 and 2	**Topic: Muslim Beliefs** Students will undertake an in-depth study of the core beliefs of the second largest religious worldview represented at Tapton and the second largest religious tradition of Great Britain. They will learn about: • The core beliefs of Sunni and Shi'a Islam. • The nature of Allah in Islam. • Muslim beliefs about messengers and messages, life after death and predestination.	**Students will:** • Analyse data. • Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing. • Develop confidence in reading and interpretation of key texts using active reading strategies. • Engage thoughtfully in discussion work using a range of oracy strategies. • Develop their extended writing skills in response to their learning.

Summer Half Term 1 and 2	**Topic: Ethical issues in marriage and family through the lenes of Christianity and non-religious worldviews.** Students will explore a range of issues in the area of personal relationships from Christian perspective and a non-religious perspective. They will learn about: • The nature of marriage and family life in society. • Ethical issues raised by attitudes to sexual relationships, the use of contraception and divorce in society. • Issues raised in discussions about gender roles in the family and wider society. • Divergent Christian teachings and attitudes to the above issues. • Divergent non-religious responses to the above issues including Humanism and ethical theories such as Situation Ethics and Utilitarianism.	**Students will:** • Analyse data. • Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing. • Develop confidence in reading and interpretation of key texts using active reading strategies. • Engage thoughtfully in discussion work using a range of oracy strategies. • Develop their extended writing skills in response to their learning.

Homework:
Students will be set one piece of homework for every six hours of teaching time.
Homework will comprise of learning key words and their definitions for short quizzes that will be completed in lesson time, online knowledge retrieval quizzes and homework which will focus on assessment preparation.

Assessment:
Throughout the year students will be assessed in lessons through a range of assessment for learning strategies such as 'no hands up questioning', 'agree, build challenge', and mini whiteboard learning checks as well as questioning, key word quizzes and live marking of written work.

There are also two formal assessments undertaken in class during the assessment weeks:

Time: 45 mins
Format:
- 5 short answer 'Outline' questions.
- 2 short knowledge and understanding 'Explain' questions.
- 1 extended answer requiring students to demonstrate the skills of interpretation, analysis and evaluation.

Links to Personal Development:
Develop character, reflect wisely, learn eagerly, behave with integrity and cooperate.
Promote inclusivity and diversity
Prepare for future success in education employment and training
Reflect on own beliefs and spiritual development.
Recognising the difference between right and wrong
Practise a range of social skills
Understand a wide range of cultural influences.

How is my knowledge further developed in Year 10?
As all students move on to study GCSE Religious Studies in their **one-hour core Ethics, Philosophy and Religion lesson per week** they will find that the topics covered, and skills developed during Key Stage Three have equipped them well for success in Key Stage 4.
The foundational understanding of Christian and Muslim Beliefs enables all students to tackle Living the Christian Life and Living the Muslim Life with success (theological lens). During Key Stage Three students have developed a secure understanding of the nature and methods of ethical philosophy which they apply to topics such as Crime and Punishment, Matters of Life and Death and Peace and Conflict in Years 10 and 11(Ethical, Philosophical and Theological lenses).

Art and Design: Art

Subject Leader: Mrs K Pilarek **Email:** kpilarek@taptonschool.co.uk

Key Stage Three Leader: Mr J Fogg **Email:** jfogg@taptonschool.co.uk

Curriculum Intent: Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** Development of the formal elements; line, tone, texture, scale, colour through primary and secondary observation work informing all projects. Realism in modern art. Research into the work of artists and designers from the past to present day. Introduction of photography principles, including composition, light and basic editing. Styles of photography including research into Annie Leibovitz, Edward Weston and William Eggleston and Ansel Adams.	**Students will:** Explore the work of contemporary, modern and canonised artists which runs throughout the whole of the Year 9 course allowing students to develop breadth of understanding and continue to develop analysis and critical evaluation using subject specific terminology. Develop drawing techniques through detailed observational drawings of food focusing on tone and colour. These are used to inform a scale ceramic piece, learning slab techniques and glazing. Develop photography skills, including landscape, portrait and close-up skills, developing composition and the use of the rule of thirds.
Spring	**Topics:** Vanitas and still life – focus on composition and the introduction of acrylic painting. Gridding and accuracy, building from the learning of year 8. Exploration into still-life styles, analysing the work of Caravaggio, Picasso, Sam Taylor Wood and Audrey Falck and many more artists. Drawing principles and rules associated with perspective, scale, distance, proportion, and space, understanding and demonstrating how to draw accurately. Including one-point and two-point perspective.	**Students will:** Put into practice photography skills from the previous unit, producing a range of photography still life to inform a painting. Expand knowledge of gridding for accuracy, learning acrylic painting techniques and producing a vanitas painting. Further develop drawing techniques through the teaching of one-point and two-point perspective and technical drawing skills.

Summer	**Topics:** Texture and mixed media exploration, focusing on close-up work and Boyle Family. Analysis of Boyle Family works and recreation of their own close-up photograph in the Boyle family style. Proportion and figure drawing, exploring figure in motion and stationary poses as seen in a variety of artworks, with an in-depth study of Gericault's The Raft of the Medusa.	**Students will:** Explore mixed media using materials such as cardboard, mod-roc, tissue paper, sand and other organic and textured items such as cereal. Accurately model and recreate in mixed media, to produce a 3D version on their own photograph. Explore the proportions of the body and human form, learn how to draw accurate figures, applying the skills learnt to an A3 drawing informed by a famous historical piece of artwork. Develop proportion and figure drawing skills used to inform the production of a ceramic figure.

Homework:
Homework in Art will be set three times per project; it will be explained in lesson and set on Class Charts. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons. The content will either focus on research, development, recording, personally responding or annotating work.
Homework should be completed to a high standard, mirroring the standard of work in lessons.
Throughout the year students will be required to take photographs and print them out for homework. Printing facilities are available at break time, lunchtime and after school in the art department and students will be given ample time to complete this.

Assessment:
AO1: Research
AO2: Development
AO3: Recording
AO4: Final piece
AO5: Annotation
Work is assessed for each assessment objective and students are given an overall percentage, relating to their learning, development, and skill for each individual project.
During the Autumn term students will be assessed on the work that they produce during their Food, Memorials and Photography projects. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required. During the Summer term students will be assessed on the work that they produce during their Texture and Figure project. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required.

Links to Personal Development:
Character
British Values
Cultural Development
Social Skills, Confidence, Resilience and Knowledge
Future success in education

How is my knowledge developed further at GCSE?
AQA Art and Design: Art, Design and Craft
Following the project development format of research, development, recording and personal response students continue to extend their learning and skills from Key Stage Three.
Completing two coursework projects and a final exam, responding to a set brief from the exam board.

Computer Science

Subject Leader: Mrs S Thomas **Email:** sthomas1@taptonschool.co.uk

Curriculum Intent: To give all our students the opportunity to learn 'powerful knowledge' through a curriculum with computational thinking at its core. Our curriculum is designed with a balance of the three strands of Computer Science, Information Technology and Digital Literacy with the aim of enabling all our students to be active participants in an increasingly digital society.

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** Computer systems 2: The CPU Computational thinking: With Bebras - 3 Computer systems 3 : Communicating and exchanging data protocols and networks	**Students will:** Describe how instructions are stored and executed within a computer system. Describe the basic components of the CPU. Describe the roles and purpose of each component of the CPU in computation. Apply decomposition, abstraction, and algorithmic thinking to help solve problems. Define computer networks, the internet and 'protocols'. Identify the key hardware used in networks. Understand different types of networks and topologies and identify advantages and disadvantages of each. Explain how data travels between computers using protocols and packets. Explain the difference between the internet, its services, and the World Wide Web. List examples of the hardware required to network computing devices.
Spring	**Topics:** Data representation 2: Binary, character sets and images Algorithms the essentials: Trace tables, flow charts, searching and sorting algorithms Physical computing 2: micro:bits with Python. Programming with Python 2: Key concepts (sequence, selection and iteration), functions and procedures, Arrays, Lists and Numbers.	**Students will:** Carry out operations on binary numbers (binary addition, conversion between binary and decimal, convert between hexadecimal, denary and binary) Able to look up values in character sets and convert between binary numbers and characters. Demonstrate how pixels are used to represent images. Calculate bit depth in an image. demonstrate sound sampling frequency and its impact. Identify the inputs, processes, and outputs for a problem. Articulate the difference between an algorithm and a computer program, Create, interpret, correct, and complete algorithms using: Flowcharts. Use trace tables to walk through code. Students can articulate/describe 2 key search algorithms, linear and binary, and 2 key sort algorithms , bubble and insertion. Make use of data structures. Design & develop modular programs that use procedures and functions using Python. Apply debugging using IDEs.

Summer	**Topics:** The future of jobs 2. Data modelling: Modelling, analysing data with spreadsheets: Machines and me: AI and machine learning. The IOT and smart devices Computer Systems 4: Boolean Logic & Circuits. Using IOT: programming and gathering data with IOT Data science: handling data, patterns and trends and algorithms for data Data in action: data and health, data and the environment	**Students will:** Identify the potential paths into roles in the technology sector. Define IoT and identify devices use in everyday life. Understand how Smart home, cities and agriculture use IoT to improve our world. Suggest ways in which IoT might fail and security issues related to internet connectivity. Use simple Boolean logic (for example, AND, OR and NOT) to set conditions, create circuits. Be able to write truth tables for common logic gates. Use a textual language, to solve a problem; make appropriate use of data structures design and develop modular programs that use procedures and functions. Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. Undertake creative projects that involve selecting, using, and combining multiple applications, across a range of devices, including collecting and analysing data and meeting the needs of known users. Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability. Program an IOT device to collect data. Import data in various formats, use formula, formatting and filtering in spreadsheets and tableau. Be able to collect data, apply filters and visualisation tools to analyse data using spreadsheets. Use charts and other visualisation techniques to demonstrate patterns and trends in spreadsheets. Identify the difference between correlation and causation.

Homework: Students will have two pieces of homework per half term. Homework will comprise a combined terminology revision exercise and quiz each half term to aid students' development of the extensive technical language use in Computer Science.

Assessment:
The use of progress tasks in lessons.
Summative end of topic multiple choice quizzes.

Autumn Assessment:
Students will be assessed on Topics from Year 7, Year 8, and the Autumn Term of Year 9.
The assessment will be online and last for 60 minutes. The format will be a mixture of multi-choice questions, text-based questions and written exam-style questions. Students will complete the assessment in their Computer Science class. A revision guide will be available on Class Charts.

Spring Assessment:
Students will be assessed on Topics from Year 7, Year 8 and Autumn, Spring and Summer Term in Year 9.
The assessment will be online and last for 60 minutes. The format will be a mixture of multi-choice questions, text-based questions and written exam-style questions. Students will complete the assessment in their Computer Science class. A revision guide will be available on Class Charts.

Links to Personal Development: Enabling Students to recognise online risks to their own wellbeing.
Students to recognise the dangers of inappropriate use of mobile technology and social media.
Build students confidence, resilience, understanding of ethics, cultural capital and knowledge.

Prepare learners for future success in education, employment and training, so that they can keep themselves mentally healthy and be economically successful. Promote inclusion: Computer Science opportunities are for everyone
How is my knowledge developed further at GCSE? Computer Science will encourage you to: understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Analyse problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs. Think creatively, innovatively, analytically, logically and critically. Understand the components that make up digital systems, and how they communicate with one another and with other systems and understand the impacts of digital technology to the individual and to wider society.

Drama

Subject Leader: Ms R Gerrard **Email:** rgerrard@taptonschool.co.uk

Curriculum Intent: To deliver a challenging, engaging, broad and accessible curriculum across all three key stages. Valuing the individual and achieving excellence. To provide a skills based spiral curriculum that builds on students' basic ability with a focus on skills, practitioners, a variety of theatrical genres and analytical skills. To create confident performers with a genuine understanding and passion for the subject; providing a strong foundation to study the subject beyond GCSE & A-level. If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topic:** **Stanislavski and Naturalism** The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.	**Students will:** • Interpret character: facial expression, body language, voice etc. exploration of naturalism through the use of Stanislavski's actor training. • Apply skills to create performance work, using the techniques of naturalism and Stanislavski. • Appreciate and understand theatre design. • Be an effective cast member: communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative. • Interpret plays – from the point of view of a director, actor and designer. Exploration of the social, cultural, historical and political contexts. • Explore the structure of plays: plot/theme/form/style/genre/dialogue • Explore the history of theatre through the study of Stanislavski. • Understand theatre practice: Stanislavski's System etc. • Understand theatre space: the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness • Experience live theatre: an opportunity to attend a trip to the theatre and access to Drama Online to support the delivery of the units of work • Analyse and evaluate theatre through verbal responses in lessons. • Use subject knowledge to answer questions on how to act, direct or design for an extract of script.
Autumn Term 2	**Topic:** Continued **Stanislavski and Naturalism** The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.	

Spring Term 1	**Topic:** **Splendid Productions & Brecht** The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.	**Students will:** • Interpret character: facial expression, body language, voice etc. exploration of epic theatre through the study of Splendid Productions. • Apply skills to create performance work e.g. use of physical theatre, atmosphere, set & props, multi-role playing, use of gestus, devising, naturalism, Brechtian theatre, stylised, minimalism etc. • Appreciate and understand theatre design. • Be an effective cast member: communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative. • Interpret plays – from the point of view of a director, actor and designer. Exploration of the social, cultural, historical and political contexts. • Explore the structure of plays: plot/theme/form/style/genre/dialogue • Explore the history of theatre through the study Brecht. • Explore Contemporary Theatre Companies: Splendid Productions, a variety of contemporary devising theatre companies. • Understand theatre practice: devising, script writing, Brecht's Epic Theatre. • Understand theatre space: the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness • Experience live theatre: an opportunity to attend a trip to the theatre and access to Drama Online to support the delivery of the units of work • Analyse and evaluate theatre through a written assessment task and verbal responses in lessons.
Spring Term 2	**Topic:** **Continued** **Splendid Productions & Brecht** The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.	
Summer Term 1	**Topic:** **Performing from a script** The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.	**Students will:** • Interpret character: facial expression, body language, voice etc. exploration of naturalism through the use of Stanislavski's actor training. • Apply skills to create performance work e.g. use of physical theatre, atmosphere, set & props, multi-role playing, use of gestus, devising, naturalism, Brechtian theatre, stylised, minimalism etc. • Appreciate and understand theatre design. • Be an effective cast member: communication skills, leadership skills,

Summer term 2	**Topic:** Continued **Performing from a script** The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.	working collaboratively, compromising, problem solving, being creative. • Interpret plays – from the point of view of a director, actor and designer. Exploration of the social, cultural, historical and political contexts. • Explore the structure of plays: plot/theme/form/style/genre/dialogue • Understand theatre space: the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness • Experience live theatre: an opportunity to attend a trip to the theatre and access to Drama Online to support the delivery of the units of work • Analyse and evaluate theatre through verbal responses in lessons.

Homework:

Students will be given a specific revision homework task to prepare for each of the assessment periods.

More frequently students will be given:

- rehearsal tasks to be completed outside of lesson
- line learning homework tasks in preparation for performances
- script writing tasks in preparation for performances
- short written tasks to prepare for the assessment points

The purpose of the homework in Drama is to:

1. Develop students' evaluative and analytical written skills in response to practical work completed in lessons.
2. To develop students' creative design skills by recognising the impact of design on creating meaning for an audience.
3. To use drama terminology correctly to explain their opinions and provide alternative ideas.

To learn and practice the style of writing required to be successful in Drama.

Assessment:

Students will have two formal assessments across the year.

Practical (for both assessments):

Both assessments will include a performance element. Students work in groups to create a piece of theatre using the skills explored during that term. Students will be assessed on their rehearsal and the realisation of the performance. These performances will <u>not</u> take place during assessment week.

Written:

During assessment week:

For the first assessment students will complete a 45-minute exam paper answering a series of questions on a text studied that term from the point of view of an actor, director and designer.

For the second assessment students will complete an extended piece of writing in 45 minutes analysing and evaluating a piece of live theatre that they have either seen at the theatre or streamed on one of our live theatre platforms that we subscribe to.

Links to Personal Development:

Careers in the theatre industry: including acting, directing, playwrighting, stage design, costume design, sound design, lighting design, stage management, set construction.

Personal & social development: including confidence building, communication skills, team working skills, leadership skills.

If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue

How is my knowledge developed further at GCSE?

C1: Devising Theatre: working from a stimulus to create an original piece of theatre for performance. A portfolio and evaluation responding to the process and final performance will be submitted as part of the assessment. Students can specialise as either an actor or designer. 40% of qualification

C2: Performing from a Text: performance of an extract of text in groups to an external examiner. Students can specialise as either an actor or designer. 20% of the qualification.
C3: Interpreting Theatre: a written exam paper with questions on a set text and analysis and evaluation of live theatre performance seen as part of the course. 40% of the qualification.

Engineering

Subject Leader: Mr J Fulson **Email**: jfulson@taptonschool.co.uk

Curriculum Intent:
Through a combination of traditional and technological approaches, the Engineering programme will enable students to solve problems by learning from their mistakes when creating electronic and mechanical products and systems.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topics:** • Mechanical Engineering principles. • Mechanical Systems. • Metalworking processes and tools. • Lathe and Milling machine operation. • Computer Aided Design. • Quality Control. • Selection of materials. • Extracting information from Engineering Drawings. • Health and Safety and risk assessment. Sustainable design	**Students will:** • Follow Engineering drawings to plan making a Can Crusher. • Risk Assess. • Plan for making. • Have practical lessons on manufacturing the Torch and Can Crusher. • Explain why materials have been chosen.
Autumn Term 2	**Topic:** • Mechanical Engineering principles. • Mechanical Systems. • Metalworking processes and tools. • Lathe and Milling machine operation. • Computer Aided Design. • Quality Control. • Selection of materials. • Extracting information from Engineering Drawings. • Health and Safety and risk assessment. Sustainable design	**Students will:** • Risk Assess.. • Have practical lessons on manufacturing the Torch and Can Crusher. • Explain why materials have been chosen.
Spring Term 1	**Topic:** • Mechanical Engineering principles. • Mechanical Systems. • Metalworking processes and tools. • Lathe and Milling machine operation. • Computer Aided Design. • Quality Control. • Selection of materials. • Extracting information from Engineering Drawings. • Health and Safety and risk assessment. Sustainable design	**Students will:** • Have practical lessons on manufacturing the Torch and Can Crusher. • Explain why materials have been chosen. • Evaluate the completed product including if it meets tolerances.

Spring Term 2	**Topic:** • Metalworking processes and tools. • Lathe and Milling machine operation. • Computer Aided Design and manufacture. • Selection of materials. • Extracting information from Engineering Drawings. Health and Safety and risk assessment.	**Students will:** • Follow Engineering drawings for an Aluminium Torch or design and make a torch from scratch if they have opted for Design Engineering in Y10. • Risk Assess. • Plan for making. • Have practical lessons on manufacturing the Torch.
Summer Term 1	**Topic:** • Lathe and Milling machine operation. • Computer Aided Design and manufacture. • Quality Control. • Extracting information from Engineering Drawings. Health and Safety and risk assessment.	**Students will:** • Follow Engineering drawings for an Aluminium Torch or design and make a torch from scratch if they have opted for Design Engineering in Y10. • Risk Assess. • Plan for making. • Have practical lessons on manufacturing the Torch. • Solder.
Summer term 2	**Topic:** • Lathe and Milling machine operation. • Computer Aided Design and manufacture. • Quality Control. • Extracting information from Engineering Drawings. Health and Safety and risk assessment. • Evaluating a finished product.	**Students will:** • Risk Assess. • Plan for making. • Have practical lessons on manufacturing the Torch. • Program their torch. Evaluate the completed product including if it meets tolerances.

Homework:
Homework is set on Class Charts for every six hours taught. Homework will comprise a presentation on how technology has affected culture and revision for tests.

Assessment:
Formative verbal and other feedback. Exploration grade (research). Create grade (making). Evaluation grade. Principles grade through a multiple-choice test. Presentation skills and content grade.

Links to Personal Development:
Iterative design. Dexterity and soldering skills. Coding. Self-evaluation of work. Presentation skills.

How is my knowledge developed further at GCSE?

Vocational Engineering

- Practical skills are developed.
- Ability to use Computer Aided Design is developed.
- Knowledge and understanding of materials, processes and components are developed.
- This is a good preparation for an apprenticeship.

Design Engineering

- Design and making of electronic circuitry (including relevant theory) is developed.
- Design and making of mechanical devices (including relevant theory) is developed.
- Deeper knowledge and understanding of materials, processes sustainable design is furthered.
- This is a good preparation for an Engineering A-Level.

Food

Subject Leader: Mrs T Stafford **Email:** tstafford@taptonschool.co.uk

Curriculum Intent: The preparation and consumption of food offers a sensory experience that is unrivalled. Preparing and sharing cooked dishes is one of the greatest expressions of human creativity, we seek to instil a love of cooking in our students that will open their door to that experience. Learning how to cook is a crucial life skill that enables our Students to feed themselves and others affordably and well, now and in later life. Engaging with a Food curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop Food knowledge, understanding and skills in preparing for being 21st century citizens. The Food curriculum is designed to create learning that may lead to career opportunities. Skills and training are a high priority in giving a level of life choices and life chances to all students. Using creativity and learned skills, students apply their knowledge to solve real and relevant problems within a variety of contexts. Students learn how to take risks, becoming resourceful, creative, imaginative and capable citizens. High-quality Food education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

We share our knowledge of:

- **Food Nutrition**: Develop an understanding of the principles of nutrition and healthy eating to make positive food choices.
- **Food Science:** Develop a scientific understanding of the properties of food and their chemical changes during preparation and cooking.
- **Food Choice & Provenance**: Learning about the principles of 'farm to fork' and provenance whilst demonstrating an understanding of the dietary requirements in different countries, cultures, and cuisines.
- **Food Safety:** Understand the risks involved with the storage, preparation, and cooking of foods, having fun whilst staying safe.
- **Cooking with Knowledge and Skill:** Preparing food products and meals in response to individual demands using traditional and contemporary cooking techniques.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topic:** Project – Bite Back. Students learn about the nutritional value of food and ultra processed food. Including – What is a healthy diet The history of eating What is UPF? Hyper palatability Food safety.	**Students will:** Make dishes that are homemade alternatives to UPF food. Including – Kneading Shredding Simmering Brunoise Baton Tempering Pickling Slicing Dicing
Autumn Term 2	**Topic: Project –** Skills for Life. Students how to cook for themselves. They adapt recipes, read food labels and make shopping lists. Including – Using basic ingredients for a base for dishes Writing a shopping list Seasonality and seasonal shopping Food prices	**Students will:** Make dishes that can feed the whole family. Including – Creaming Pane Roasting Baking Emulsifying Shaping Piping Marinating

Spring Term 1	**Topic: Project –** Skills for Life. Students how to cook for themselves. They adapt recipes, read food labels and make shopping lists. Including – Food poverty Special diets Food safety	**Students will:** Make dishes that can feed the whole family. Including – Slicing Dicing Boiling Simmering Emulsifying Shaping Piping Marinating
Spring Term 2	**Topic: Project –** You Are What You Eat. Students look at macro and micronutrients. Including – Macro nutrients Micronutrients Structure Sources Functions	**Students will:** Cook healthy meals according to a specific brief. Including – Slicing Tempering Baking De-boning Crimping Par- boiling Mincing Julienne Rubbing in Thickening Weighing Measuring
Summer Term 1	**Topic:** Project – You Are What You Eat. Students look at macro and micronutrients. Including – Interpreting recipes Identifying needs Designing special diets Vegetarian cooking	**Students will:** Cook healthy meals according to a specific brief. Including – Weighing Measuring Garnish Piping Knife skills presenting Heat control Sugar work
Summer term 2	**Topic: P**roject – MasterChef. Students learn how to present food ready for the NEA by taking part in a MasterChef competition. Including - Planning dishes Sourcing recipes Trialling recipes Presenting dishes	**Students will:** Use all of the skills from KS3 to take part in the MasterChef competition. Quarter finals and semi-finals will be in lesson time. Including – All of the above
Homework: Sourcing ingredients for practical lessons. 2 written pieces of work on ultra processed food and macro and micronutrients. Knowledge organiser completion for assessment weeks. A case study on hospitality and catering outlets. Planning for the MasterChef competition. Writing a shopping list task.		
Assessment: Digital summative assessments. Practical assessments on the following dishes: – Carbonara. Empanadas. Focaccia Bread.		

Chow Mein.
Viennese Biscuits.
Master Chef dish.

Links to Personal Development:

Careers include: Food scientist, Food product developer, Dietician, Nutritionist and within the Hospitality and Catering sector.
Principles of healthy eating and nutrition delivered to develop understanding of physical and mental health.
Understanding risks to personal wellbeing through healthy eating.

How is my knowledge developed further at GCSE?

The department offer two courses in Year 10 and 11: GCSE Food Preparation and Nutrition and L1/2 Hospitality and Catering. The GCSE option provides students with a deeper understanding of the following core principles of GCSE Food Preparation and Nutrition: Nutrition, Science, Safety and Provenance and Choice.
Within the Hospitality and Catering vocational award students focus their learning on the Hospitality and Catering Industry and expectations within. Modules include Success criteria for Hospitality and Catering establishments, Job roles within the Hospitality and Catering industry, Food safety and Legal requirements for all Hospitality and Catering establishments.

Music

Subject Leader: Mrs G Page **Email**: gpage@taptonschool.co.uk

Curriculum Intent:
The music curriculum and provision at Tapton is inclusive, broad ranging, challenging, fun, and does not shy away from teaching mastery of the more complex musical skills. Our spiral curriculum enables equal and continuous development of the three main musical skills: performing, listening, and composing, and we study music from all of the three main areas of study (Western Classical, Popular Music, Traditional Music). This well-established provision provides pupils with a thorough grounding in all areas of the subject, so that all pupils are able to progress to the next stage of music study if they wish, regardless of their prior musical experiences or opportunities outside of school. We do not just teach to exam specifications but aim to provide pupils with all of the tools needed to succeed in music at a high level. This is evident in the destinations of our students after leaving us. Our robust curriculum offer is linked to, and strongly supported by, our outstanding extra-curricular programme and we work closely with our large team of visiting peripatetic instrumental and vocal teachers. All pupils have access to an established route through from beginner to high quality senior ensembles, and there are many opportunities for pupils to perform in our extensive concert programme. We teach, and provide opportunities for, pupils specialising in all areas of music, whether that is classical music, music technology/production, composition, or musicology, and we have strong links with external music organisations in Sheffield and further afield. At Tapton we aim to pass on our own passion for music to our pupils and nurture the musical development of every child.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topic: Traditional Music** **Rhythm Fusion; Reggae, Samba, Latin, Fusion (composing)** **Corek Knowledge:** The musical features of reggae and samba music. Syncopation, son clave, rhumba clave, fusion. DR P SMITH vocabulary – dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation texture/tonality, harmony.	**Students will:** • Learn how to play and recognise the musical features of a number of traditional styles of music: samba, djembe drumming, Latin American music, reggae, and rock. • Improvise sophisticated rhythmic ideas • Learn specific rhythm vocabulary, more complex rhythms (cross-rhythms, triplets, syncopation, polyrhythms) and how to read complex rhythms, and how to write them down. • Develop sophisticated skills in sequencing software and music notation software. • Learn how to structure musical ideas in binary, ternary and rondo form. • Learn how to edit and refine compositional ideas using software.
Autumn Term 2	**Topic: Western Classical** **Solo Performance Technique (performing)** **Core knowledge:** What makes a good performance. Technical accuracy; pitch, rhythm. Expression and interpretation; dynamics, articulation, tempo, musicality.	**Students will:** • Develop strong instrumental/vocal technique. • Further develop reading of more advanced musical notation including pitch, dynamics and articulation. • What makes a good performance. • How to rehearse effectively. • Use specific practice techniques to improve their performance. • Preparing to perform in front of an audience- the psychological side of performing.

Spring Term 1	**Topic 1: Popular Music** **Music for Media (Listening)** **Core knowledge:** The musical features of music for film (dramatic/extreme dynamics, memorable melodies, sudden changes, leitmotifs).	**Students will:** • Listen to music analytically and describe it using technical, extension vocabulary. • Learn how music is used in tv, film, adverts and games and how to write this in a longer written answer. • Learn what effect music can have to make us feel certain emotions, tell a story, or sell us something. • Continue to develop general aural skills such as intervals, rhythmic dictation, major and minor chords
	Topic 2: Topic: Classical Music **Baroque Music/ Classical Remix (Composing)** **Core knowledge:** Samples, riffs, hooks, remix, question & answer phrases, motifs.	• Listen to music analytically and describe it using technical, extension vocabulary. • Learn the basics of musical analysis – how to interpret a score. • Learn how to incorporate samples in sequencing software. • Understand terms such as samples, riffs, hooks, remix, question & answer phrases. • Learn how to create re-mix of a famous piece of music using sequencing software
Spring Term 2	**Topic: Western Classical Music** **Baroque Music/ Classical Music (Listening)** **Core knowledge:** A brief history of Western Classical Music (developing an understanding of the concept of different eras and the fact that each era has a different style).	**Students will:** • Learn a brief history of Western Classical Music (developing an understanding of the concept of different musical periods) • Listen to music analytically and describe it using technical, extension vocabulary.
Summer Term 1	**Topic 1: Popular Music** **Musica Theatre Ensemble Performance Technique (performing)** **Core knowledge:** How to rehearse effectively in a group. Book musical, jukebox musical, film musical, pop/rock musical. Golden age musical.	**Students will:** • Listen to music analytically and describe it using technical, extension vocabulary. • Learn the context and musical features of music for theatre and how musical theatre is structured. • Learning to play/perform a song from a musical in groups. • Further develop reading of music notation including pitch, dynamics and articulation. • Use specific practice techniques to improve their performance
	Topic 2: Traditional and Popular Music **Folk and Music for Theatre (Listening)** **Core knowledge:** The musical features of music for theatre. Belt, vibrato, falsetto. Musical features of folk music from the British Isles. (simple melodic lines, repetition, use of traditional instruments from each country). Unknown authorship, aural tradition, compound time, modes.	**Students will:** • Listen to music analytically and describe it using technical, extension vocabulary. • Learn the basics of musical analysis – how to interpret a score. • Learn how to write an effective longer written answer. • Learn specific instrumentation to each style. • Further develop general aural skills such as intervals, rhythmic dictation, major and minor chords.

<table>
<tr><td rowspan="2">Summer term 2</td><td>Topic 1: Traditional Music

Steel pans (performing)

Core knowledge:
The musical features of Calypso music. Melody: Calypso/steel pan music is diatonic. Texture: melody-accompaniment, homophonic, monophonic, polyphonic. Rhythm: the traditional style of music played on Steelpans, Calypso, has African-influenced rhythms. Timbre: The timbre varies depending on the size of the steel pan.</td><td>• Re-visit the different steel pans and develop technical playing technique on a pan of choice.
• Learn how to perform effectively as part of an ensemble.
• Further develop reading of music notation including pitch, dynamics and articulation.
• Learn how to play an advanced piece by ear (in traditional style).
• Learn how to research a topic thoroughly using reliable sources.</td></tr>
<tr><td>Topic 2: Traditional Music

African fusion (listening)

Core knowledge:
The musical features of African fusion music; syncopation, polyrhythms, cross-rhythms, call and response, repetition.</td><td>• Listen to music analytically and describe it using technical, extension vocabulary.
• Learn how to perform complex rhythmic devices, effectively as part of a drumming ensemble.
• Learn how to identify features of fusion music.
• Learn the backgrounds/context of Paul Simon's 'Graceland' African fusion album.
• Learn to analyse a musical score to be 'GCSE ready'.</td></tr>
<tr><td colspan="3">Homework: Homework is set on Class Charts for every six hours taught.</td></tr>
<tr><td colspan="3">Assessment:
Each half-termly project includes self, peer, and teacher feedback throughout.
Each half-termly project is teacher assessed. In the first half of the year, we will assess listening (music for media), performing (a solo of the student's choice), and composing (traditional music rhythmic fusion project) and then average them together as is the case at GCSE and A Level. We will then do the same for the second half of the year (folk and musicals listening assessment, musicals ensemble performance, classical fusion composition). This is so that we can track student progress and give students targeted feedback and support for progression to GCSE.</td></tr>
<tr><td colspan="3">Links to Personal Development:
Careers in music are discussed throughout each topic.
Students are encouraged to participate in our strong extra-curricular and concert programme. There are options available to all students, regardless of prior experience.</td></tr>
<tr><td colspan="3">How is my knowledge developed further at GCSE?
In KS4, students continue to build upon their skills in the three areas of performing, composing and listening. They will focus on one instrument/voice or decided to use music technology to produce their work. Students will continue to learn about music from all of the following three areas of study: Western Classical Music, Popular Music, and Traditional Music.</td></tr>
</table>

Personal Development

Subject Leader: Mr D Sabbagh **Email:** dsabbagh@taptonschool.co.uk

KS3 Subject Leader: Ms M Rodriguez **Email:** mrodriguez@taptonschool.co.uk

Curriculum Intent: Our extensive and well-planned personal development programme provides all students the opportunity to enhance their physical and emotional well-being enabling them to become active citizens by developing and discovering their interests and talents.

	Core Knowledge	Procedural Knowledge
Autumn 1	**Topics:** Making the right choices	**Students will:** • Have access and use information about career paths and the labour market to inform their own decisions on study options • have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers • had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations • understand the relationship between career and the environment

Autumn 2	**Topics:** Substances	**Students will:** • learn the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • understand the law relating to the supply and possession of illegal substances • know the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • know the physical and psychological consequences of addiction, including alcohol dependency • have awareness of the dangers of drugs which are prescribed but still present serious health risks • understand the risk of exploitation by gangs CCE and CSE
Spring 1	**Spring** Being safe	**Students will:** • know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • understand the law relating to the supply and possession of illegal substances • learn the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • be aware of the dangers of drugs which are prescribed but still present serious health risks • understand the risk of exploitation by gangs CCE and CSE

Spring 2	**Topics:** Online safety	**Students will:** • know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • understand the law relating to the supply and possession of illegal substances • know the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • know the physical and psychological consequences of addiction, including alcohol dependency • have awareness of the dangers of drugs which are prescribed but still present serious health risks
Summer 1	**Topics:** Sex and safety	**Students will:** • know how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • be aware about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
Summer 2	**Topics:** Sex and Safety Parenting	Students will: • understand how the use of alcohol and drugs can lead to risky sexual behaviour • know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • learn the facts about the full range of contraceptive choices, efficacy and options available
Homework: A multiple choice quiz on Class Charts at the end of each topic Student completed Knowledge Organiser at the end of each topic		

Assessment:

Baseline tasks and progress tasks in all lessons

A 20-mark question paper made up of multiple-choice questions

Links to Personal Development:

Enabling Students to recognise risks to their own wellbeing

Social development: Practice using a range of social skills in different situations

Prepare learners for future success in education, employment and training

Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships

How is my knowledge developed further at GCSE?

Students will continue to study Personal Development in Form Time and in core subject lessons. The content of these lessons mirrors what is taught in Key Stage Three and builds upon existing knowledge ensuring students develop all the key knowledge to be safe and are able to partake in wider society.

Physical Education (PE)

Subject Leader: Mrs R Becks **Email:** rbecks@taptonschool.co.uk

Key Stage Three Leader: Mrs S Wilson **Email:** swilson7@taptonschool.co.uk

Curriculum Intent: To provide students with the opportunity to try a variety of activities, have enjoyable experiences and gain a lifelong love of PE.

	Core Knowledge	Procedural Knowledge
Autumn Term	**Topics:** • Invasion Games • Net/Racket Games • Gymnastics • Dance • Athletics • Fitness • Orienteering	**Students will:** • develop their skills, knowledge and understanding in PE. • develop the ability to apply skills learnt in competitive situations. • be encouraged to work both independently and as part of a team. • use a range of tactics and strategies to overcome opponents in direct competition. • select and apply the appropriate strategy or technique to master an activity. • develop their technique to improve their performance. • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Spring Term	**Topics:** • Invasion Games • Net/Racket Games • Gymnastics • Dance • Athletics • Fitness Orienteering	**Students will:** • develop their skills, knowledge and understanding in PE. • develop the ability to apply skills learnt in competitive situations. • be encouraged to work both independently and as part of a team. • use a range of tactics and strategies to overcome opponents in direct competition. • select and apply the appropriate strategy or technique to master an activity. • develop their technique to improve their performance. • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Summer Term	**Topics:** • Tennis • Cricket • Rounders • Athletics	**Students will:** • develop their skills, knowledge and understanding in PE. • develop the ability to apply skills learnt in competitive situations. • be encouraged to work both independently and as part of a team. • use a range of tactics and strategies to overcome opponents in direct competition. • select and apply the appropriate strategy or technique to master an activity. • develop their technique to improve their performance. • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Homework:
No formal homework is set in PE, but we encourage all pupils to involve themselves in physical activity outside of the PE curriculum and lead an active and healthy lifestyle.
A range of extra-curricular activities are available before and after school and everyone is welcome to attend

Assessment:
We holistically assess throughout PE using observation, peer and teacher assessments. Students receive constant verbal feedback.
Formal assessments take place twice a year, and our focus is on a student's behaviour, and whether or not they are meeting their potential.

Links to Personal Development:
- Leading healthy active lives.
- Be physically active for sustained periods of time.
- Have the knowledge and understanding of the importance of fitness and health.

How is my knowledge further developed at GCSE?
If students choose GCSE PE, they will continue to develop their sporting ability in the activities described above. They will also learn about the theory of sport. If students do not choose GCSE PE, they will take part in 2 hours of Core PE a week and will build in their ability in all the activity areas mentioned above. There will be a focus on lifelong learning and inspiring students to take part in physical education outside of school.

Product Design

Subject Leader: Mr J Fulson **Email:**jfulson@taptonschool.co.uk

Curriculum Intent:
Students will learn through a variety of projects during Key Stage Three/Four and Five, how to use the technological principles of explore, create, and evaluate to solve problems. On this learning journey, these projects will also bestow upon them the technical knowledge required to be a Product Designer

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topics:** Boxed In: A Study in Timber and Technique • Timber Types and Properties • Woodworking Joints • Safe Use of Tools • Pyrography and Finishing	**Students will:** • Understanding the differences between hardwoods and softwoods, and selecting appropriate timber based on its characteristics and intended use. • Learning how to identify, mark out, and construct basic wood joints such as butt, finger, and halving joints, and understanding their strengths and applications. • Developing skills in the correct and safe use of hand tools (e.g. saws, chisels, mallets) and workshop procedures to ensure accurate and safe working practices. • Gaining knowledge of pyrography techniques for decorative purposes and applying suitable finishes to enhance the appearance and durability of the final product.

Autumn Term 2	**Topics:** Metal Matters: The Pewter Project • Pewter Properties and Uses – • Casting Techniques • Design for Manufacture • Finishing and Polishing Metals	**Students will:** • Understanding the characteristics of pewter, including its low melting point, malleability, and typical applications in casting and decorative products. • Learning the process of casting metal, including designing a mould, creating it using MDF or other materials, and safely pouring molten pewter. • Developing design ideas that are suitable for mould-making, considering form, detail, and how designs translate into a cast object. • Gaining practical skills in filing, sanding, and polishing pewter to achieve a high-quality, finished product.
Spring Term 1	**Topics:** • The history and development of flat-pack furniture and its relevance in modern design • Conducting SWOT analysis to evaluate design ideas and user needs • Understanding and applying scale factors in technical drawings and models • Properties, types, and applications of manufactured boards • An introduction to British Standards and their role in ensuring quality, safety, and consistency in design and manufacturing	**Students will:** • Develop practical skills using hand tools to work with manufactured boards • Learn how to design using CAD software, with a focus on Fusion 360 • Create and apply templates to support accuracy and repeatability in manufacturing • Gain an introduction to CNC routing, including how digital designs are translated into machine processes

Spring Term 2	**Topics:** • 3D Computer-Aided Design (CAD) • Tolerances and Fit • Additive Manufacturing (3D Printing) • Evaluation and Iteration	**Students will:** • Learning how to use CAD software to design a Lego-style figure, focusing on accuracy, symmetry, and understanding how components fit together. • Understanding the importance of measurements and tolerances when designing interlocking parts, ensuring that components can be assembled effectively after printing. • Gaining knowledge of the 3D printing process, including how digital models are sliced, printed layer by layer, and how print settings affect the final outcome. • Developing the ability to test, evaluate, and refine designs based on how well the printed components function, promoting an iterative approach to design improvement.
Summer Term 1	**Topics:** • Architectural Styles and Influences • Form, Function, and Aesthetics • Technical Drawing and Scale	**Students will:** • Understanding key architectural movements (such as Modernism, Art Deco, or Brutalism) and how cultural, historical, and environmental factors influence building design. • Exploring how buildings are designed to meet user needs, suit their environment, and express visual appeal through shape, material, and proportion. • Learning how to produce accurate architectural drawings using plan views, elevations, and sections, and how to apply scale effectively.
Summer term 2	**Topics:** • Sustainable Architecture • Modelling and Communication	**Students will:** • Investigating how materials, energy efficiency, orientation, and construction methods contribute to environmentally responsible building design. • Developing skills in physical and/or digital model-making to represent architectural concepts clearly and convincingly for a target audience or client.
Homework: Homework is set on Class Charts for every six hours taught Homework will comprise a presentation on a specific designer, of the students choosing, and how their work has affected modern life and revision for tests		

Assessment: Formative verbal and other feedback Exploration grade (research), Create grade (making), Evaluation grade, Principles grade through a multiple-choice test and presentation skills and content grade.
Links to Personal Development: Dexterity and hand skills. Self-evaluation of work. Presentation skills. Research/analytical skills.
How is my knowledge developed further at GCSE? Product Design GCSE. Design and making of timber products (including relevant theory) is developed. Design and making of Products using CAD/CAM, as used in industry (including relevant theory) is developed. Deeper knowledge and understanding of materials, processes and the core knowledge required of a Product Designer is furthered. This is a good preparation for the A level in Product Design**.**

Art and Design: Textiles

Subject Leader: Mrs K Pilarek **Email**: kpilarek@taptonschool.co.uk

Curriculum Intent: Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

	Core Knowledge	Procedural Knowledge
Autumn Term	**Topics:** The sewing machine: Advance sewing machine skills. Surface decoration and construction techniques. Investigations into a range of Textile artists to inspire and inform textile artwork, development and experimentation. **Sweet Treats** Research, analysis, and evaluation of Textile Art installations, exploring the work of Lucy Sparrow, Kate Jenkins and Holly Levell. Development of surface decoration and construction techniques, informed by the work of artists and designers.	**Students will:** Develop their sewing machine skills Complete research and analysis of artists and designer's work. Develop machine and hand embroidery skills in relation to their developed design and artist research. Produce a felt sweet treat piece of textile art using embroidery, surface decoration and applique skills.
Spring Term	**Topic: Architecture and Fashion** The exploration of key fashion designers and architects, taking inspiration from famous and local buildings. Research into artists and architects such as Gou Pei, Zaha Hadid, Issy Miyake and Anthony Gaudi. Fabric construction – knits, weaving and bonded fabrics. Re-visit sewing machine skills. Textile construction samples relating to the theme of architecture. **Under the Microscope** Exploration of textile art surface decoration skills and techniques inspired by cells and other microscopic stimuli. Dyeing and printing techniques Fabric manipulation techniques Advanced and 3D embroidery skills.	**Students will:** Practise fashion illustration techniques – croquis, illustration and technical drawing styles. Practise Illustration styles using a variety of media such as water colour pencils, brush pens, marker pens and inks to explore colour rendering. Learn sketchbook and professional presentation skills. Learn practical construction skills including pleats, gathers and construction of 3D geometric shapes. Learn sketchbook presentation skills, focussing on the layout of samples. Learn practical experimentation skills, including working in batik, fabric dying and tie dye. 3D embroidery skills using a broad range of materials and found objects. Work creatively to produce a petri dish inspired final piece.

Summer Term	**Fashion Inspired – Designers** Research into famous and important fashion designers such as Vivienne Westwood, Alexander McQueen and Dior. Fashion Understanding of designer's key styles and the wider context.	**Students will:** Synthesise research and own ideas to develop a fashion collection inspired by chosen designers and recent runway shows. Complete a collaborative paper modelling project, producing a paper garment on the mannequin in response to designer research and an illustrated design collection.

Homework:

Homework in Textiles will be set four times during the rotation; it will be explained in lesson and set on Class Charts

The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons. The content will either focus on research, development, recording, personally responding or annotating work.

Homework should be completed to a high standard, mirroring the standard of work in lessons.

Throughout the year students may need to print images for their textile homework, printing facilities are available in the Art and Design department at break time, lunchtime and afterschool. Students will be given adequate time to complete these tasks.

Assessment:

AO1: Research
AO2: Development
AO3: Designing
AO4: Making
AO5: Evaluation

Work is assessed for each assessment objective and students are given an overall percentage, relating to their learning, development, and skill during research, design, making and evaluation.

In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required.

Links to Personal Development:

Cultural development
British values
Confidence, Resilience and Knowledge

How is my knowledge developed further at GCSE?

AQA: Art and Design: Textile Art

Following the assessment objectives of research, experiment, record and personally respond, students completing two coursework projects and a final exam, responding to a set brief from the exam board. Students continue to develop construction skills and surface decoration techniques learnt in Key Stage Three, specialising in either Textile Art, Constructed/ Fashion textiles or costume.