Subject Summary

Secondary & Sixth Form

Humanity, Equality, Aspiration, Respect

Waverley Curriculum Principles

Here at Waverley Secondary and 6th Form we aim to give all students every opportunity to maximise their full potential through a wide range of activities, enabling them to be successful members of society. Through our school values of **H**umanity, **E**quality, **A**spiration and **R**espect (HEAR) we encourage our students to have high expectations, aim high, work hard and develop their intellectual powers to the full. To help our students to achieve this, we have skilful, committed, dedicated staff and a stimulating and disciplined learning environment. We are very proud of our school community which is rich in cultural diversity. We aim to give each student a sense of belonging to that community based on mutual respect and self-discipline. Throughout their time at Waverley, your child will develop as a 'Waverley Learner'. This is someone who is an independent enquirer, creative thinker, reflective learner, team worker, self-manager and effective participator. To achieve this, our subject curriculums are based on the following principles:

1. Ambitious

The curriculum provides all students the knowledge they need for future opportunities.

2. Clear end points

The curriculum should be planned and sequenced towards clear end points, allowing students to build knowledge and skills progressively.

3. Rigorous

The curriculum ensures subject-specific knowledge, understanding and skills is taught clearly to all students.

4. Addressing learning gaps

The curriculum should consider and support students with learning gaps.

5. Broad & inclusive

The curriculum remains broad to avoid reducing opportunities for disadvantaged students and those with SEND.

6. Expert teachers

Teachers have sufficient expertise to address knowledge gaps and ensure effective teaching.

7. Effective instruction

Teachers present information clearly, check for understanding and adapt teaching to address misconceptions.

8. Sequential learning

Teachers plan lessons so that prior knowledge is revisited and built upon. Teachers reteach to ensure students are becoming increasingly confident in the subject.

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Subject on a page – Art

What is our curriculum vision?

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop a rigorous understanding of art and design. They will also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

How are students assessed?

In Key Stage 4 students will be assessed over a two-year course by creating a portfolio of work which will count as 60 % of their GCSE. They will then plan for their 10-hour exam in which they will present their ideas and investigations. The exam is worth 40% of their total GCSE mark.

In Key Stage 3 work is marked toward the end of each half term or at the end of the project in the case of Year 9. Student's work will be marked using the departmental marking policy and students will receive a percentage based on their achievement.

How will students develop personally?

Art gives meaning to young people's lives and helps them understand their world. Art helps pupils to develop personally because it gives them to have a deeper understanding of their emotions. It increases self-awareness and allows them to be open to new ideas and experiences.
Studying art gives young learners a deeper understanding of other cultures, traditions and religions, broadening their understanding and appreciation of the world they are growing up in.

KS4 specification name: GCSE ART and Design J170

Where can this subject lead to at 16/18 years old and into the future?

Art could lead to various job possibilities in the technical field. Here are some jobs you might be able to get:

- Interior, 3D, Product and Graphic Design
- Animation
- Architecture
- Children's Book Illustration
- Textiles & Fashion Design, Gallery Education
- Art Therapy
- Set or Costume Design
- Desktop Publishing
- Games design

Art – what do students study?

	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7: KS3		Formal Elements Line	Formal Elements Pattern	Formal Elements Texture	Formal Elements Tone, hue	Formal Elements Cultural capital	Formal Elements Colour theory
Yr8: KS3	Making Connections: Day of the Dead	Making Connections: Chocolate wrappers	Making Connections: Chocolate wrap pers	Making Connections: Hundertwasser	Making Connections: Van Gogh	Making Connections: Van Gogh 2	
Yr9: KS3	**9-week Rotation:** Body Art: Mixed media investigations into body art, cultural diversity, art and religion						
Yr10: KS4	Portraiture Observing and recording ideas	Portraiture Observing & recording ideas	Portraiture Making connections	Portraiture Experimenting with materials	Portraiture Connecting and experimenting	Portraiture Developing idea, experiment	
Yr11: KS4	Portraiture Developing ideas and response	Portraiture. Presenting ideas and realising intentions	Exam Prep Experimenting and making links with artists	Exam prep Recording and developing ideas	Exam Present Realising intentions: presenting ideas		

Subject on a page – Community Languages (Urdu)

What is our curriculum vision?

Languages are for life. The study of a community language is seen as an important part of our pupils' education as language is a part of the cultural richness of our society and the world in which we live and work. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences. A range of topics covered in our curriculum contain elements of culture and diversity. The curriculum we offer our students reflects the aims and aspirations we have for them, i.e. live our school HEAR values, give them the knowledge, understanding and skills to progress onto the next stage of their education, irrespective of their prior attainment or background.

How are students assessed?

Students need to be resilient language learners. Within the MFL classroom, we consistently emphasise that it is acceptable to make mistakes. We believe where student's progress is in deciding how they learn from these errors. This open environment allows students to grow in confidence and not feel intimidated when speaking out in front of the class. Opportunities for reflection are built in at regular intervals through self-assessments tasks and end of term assessment via exam style questions. As students move into KS4, exam questions and full mock papers are used to determine student performance against national standards. Students at KS4 choose a language of their choice and begin the 3 year Pearson GCSE course in year 9. Students complete a range of topic based assessments both informally and formally.

How will students develop personally?

Students develop their ability and ambition to communicate with native speakers in speech and writing. GCSE Urdu learning also broadens students' horizons and encourages them to step beyond familiar cultural boundaries and develop new ways of seeing the world; becoming a compassionate and resilient global citizen.

The study of a modern foreign language offers a comprehensive approach to developing oracy, interpersonal skills, confidence, and presentation skills. Through immersive and interactive learning experiences, pupils not only acquire linguistic proficiency but also the essential skills needed for personal and professional success. Emphasizing these aspects within language education prepares pupils to become confident, articulate, and culturally aware individuals in an increasingly globalized world.

Specifications

KS4 specification name: GCSE URDU

KS5 specification name: A Level URDU

Where can this subject lead to at 16/18 years old and into the future?

Students develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment. Languages are increasingly popular at University and looked at positively by employers as the world of work becomes more diverse and opportunities arise internationally.

Community Languages – what do students study?

Subject	MFL - URDU					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7: KS3	introduction to Urdu alphabet	Introduction to half shapes initial, middle , end	Identity: Who am I? Introducing myself in Urdu/greeting	Identity: My Family	School day	School day: Telling the time numbers 11-20
	identification of letters/groups/families	rules of joining Urdu letters	numbers 1-10	Gender-male/female/noun	colours	School timetable
	phonics and pronunciation	application of rules	days of the week	Personal pronouns	classroom equipment	daily routine
	alif to say; jeem to zay	alif to say	Months	Describing family and friends	school uniform	assessments
	seen to gain	jeem to zeh	Months		sentence speaking/	
	fay to laam	seen to zoy	assessments		writing structure/	
	noon to yeh	ain to gaaf			word order	
	Practice writing urdu script from right to left	laam to noon				
		wao to yeh,pronunciation of words				
Year 8: KS3	Identity and culture:	celebrations , talking about how we celebrate	Sports/Interests	fruits	Holidays:	school types
	Time	International events, Festivals- Mela	Relationships with family and friends	vegetables	means of travel	school
	Numbers 20-30	Eid , Ramadan	plans for the weekend	breakfast and lunch	grammar , past tenses	subjects
	daily routine – form simple sentences	Birthdays	spending time with family and friends	shopping for food	directions	school day
	adding correct verbs	Christmas and new year	what my family and friends are like	food and drink	asking for help	rules and pressures
	assessments	talking about attending the event		assessments		assessments
		Assessments				
Year 9: KS3	introduction to the course	relationships	My city- My local area	Holidays-Holiday preferences	eating out	Online Communication
	hobbies and interests	when I was younger	places to visit	Pakistan -landmarks	shopping	Technology Advantages and Disadvantages
	last week's activities	role models	things to do	destinations	my dream holiday-future holiday	using technology
	socialising with friends	My house -helping round the house	directions	asking for helping	my memorable day-past tense	social networks
	future tense- plans for next week	rooms in the house and location	weather	dealing with problems	assessments	film and televisions
	opinions/like and dislikes	my ideal house	assessments	assessments		advantages and disadvantages of TV
	What makes a good friend	assessments				
	assessments					
Year 10 : KS34	Course introduction + myself (one hour)	events and exchanges	Talking about celebrations	Health and unhealthy living styles	sports events	being green
	School Subjects	using languages beyond the classroom	talking about how we celebrate	food and drink	music events	access to natural resources
	School Day	forming relationships	talking about festivals	eating habits -past	campaigns and good causes	exam questions
	School Life	employment	describing International Festivals	eating out-different cuisines	speaking assessments	speaking mock tests preparations
	School Rules and pressures	further study	Assessment	future tense - giving advise	assessments	assessments
	celebrating success	volunteering		assessments		assessment review
	school trips	assessments				
	assessments					
Year 11: KS34	holidays	weather	identity and culture exam questions	speaking exams - picture based	revision reading	
	holiday preferences	places to see	international and global dimensions exam questions	speaking exam role plays	revision reading	
	experiences	things to do	school exam questions	speaking exam conversation topics	revision listening	
	destinations	dream holidays	Future aspiration exam questions	speaking exam prep	revision listening	
	travel and accommodation	gifts for family and friends	assessments	speaking exams all themes	revision writing	
	asking for help	eating out		assessments	Year 11 FINAL EXAMS	
	dealing with problems	assessments				
	assessments					

Subject on a page – Computer Science

What is our curriculum vision?

Our vision for the IT and Computing Curriculum is to provide all students with a supportive and challenging learning experience that balances all aspects of IT and Computer Science. With technology playing such a significant role in society today, we believe that 'Computational Thinking' is a skill that students must be taught if students are to be able to participate effectively and safely in a digital world. Our aim for students, upon completion of the curriculum, is for them to be digitally literate so that they are able to express themselves and develop their ideas through information and computer technology, at a level that is suitable for the future workplace and as active participants in the digital world.

How are students assessed?

Within Computer Science students are assessed in lessons via quizzes and end-of-topic assessments to assess understanding of key terms, and skills with a focus on the application of these skills. Students will also be assessed through the practical application of skills in lessons. As students move into KS4 and 5 exam questions and full mock papers will be used to determine student performance.

How will students develop personally?

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils are global digital citizens and allows students to be safe and responsible digital citizens.

Specifications

KS4 specification name:

- BTEC Digital Information Technology
- GCSE Computer Science

KS5 specification name:

- BTEC Extended Diploma in Information Technology
- A Level Computer Science

Where can this subject lead to at 16/18 years old and into the future?

Computer Science could lead to various job possibilities in the tech field. Here are some jobs you might be able to get:

- Software Development
- Network manager
- Systems Administrator
- Data Scientist
- Database Engineer
- IT Support

Computer Science – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7: KS3	E-Safety	Understanding computer	Data representation	Computational thinking	Micro bit	Spreadsheets
Yr8: KS3	Cyber security	Computer Systems	Networks	Computational thinking (advanced)	Python	Python
Yr9: KS3	Data representation	Logic	Databases	AI	Graphics project	
Yr10: KS4	Topic 2 - Number	Topic 2 - Number Topic 6 - Programming	Topic 3 – computers	Topic 3 – computers	Topic 1 - CT Topic 6 - Programming	Topic 1 - CT Topic 6 - Programming
Yr11: KS4	Topic 4 networking	Topic 6 - Programming	Topic 6 - Programming	Topic 5 Ethics Revision		
Yr12: KS5	BTEC L3 – unit 1 and 2 A-level CS – Components	BTEC L3 – Units 1, 2 and 3 A-level CS – Systems software	BTEC L3 – Units 3, 4 and 9 A-level CS – System development	BTEC L3 – Units 3, 4 and 9 A- Level CS - Data	BTEC Level 3 – unit 5 and 20 A- Level CS – Web technologies	BTEC Level 3 – unit 5 and 20 A- Level CS – Data types
Yr13: KS5	BTEC L3 – units 11 and 14 A-level CS – Data structure	BTEC L3 – units 11 and 14 A-level CS - Boolean algebra	BTEC L3 – units 6, and 18 A-level CS - Legal	BTEC L3 – units 6, 18 and 16 A-level CS - programming	BTEC L3 – units 16 and 12	

Subject on a page – Criminology

What is our curriculum vision?

At Waverley School, the curriculum vision for criminology centres around introducing students to the intricacies of criminal behaviour, the criminal justice system and societal control mechanisms. By exploring criminological theories and evidence, students become analytical, evaluative, and critical thinkers. The course complements other social sciences, fostering a deeper understanding of crime and its impact on our communities.

How are students assessed?

In the Criminology, students are assessed through a mix of internally assessed assignments and externally assessed examinations. Internally assessed tasks, such as essays, presentations, and case studies, enable students to apply their understanding of criminological theories and concepts to real-world scenarios while developing critical thinking and analytical skills. Externally assessed examinations, set and marked by the exam board, cover a range of topics studied throughout the course and test students' knowledge, understanding, and application of criminological principles. This assessment approach provides students with a practical understanding of criminology, preparing them for further study or employment in the field of criminal justice.

How will students develop personally?

Completing a criminology curriculum fosters personal growth in several ways. Students gain insights into the complexities of crime, justice, and societal norms. They develop critical thinking skills by analysing criminal behaviour, legal systems, and social inequalities. Additionally, empathy and cultural awareness deepen as they explore the impact of crime on individuals and communities. Overall, criminology encourages ethical reflection, resilience, and a commitment to creating safer societies.

Specifications

KS5 specification name (if applicable): WJEC Level 3 Applied Diploma in Criminology

Where can this subject lead to at 16/18 years old and into the future?

A diploma in criminology provides a fascinating insight into the field, equipping you with foundational knowledge for a rewarding career. You will explore roles in the criminal justice system, such as probation services, policing, and courts. As you progress, opportunities expand and you could become a probation officer, detective, or correctional officer. Additionally, consider paths in social research, victim advocacy, or forensic psychology.

Criminology – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Yr12: KS5	Unit 1 - Learning Outcome 1: Understand how crime reporting affects the public perception of criminality Unit 2 – Learning Outcome 1 – Understand social construction of criminality	Unit 1 - Learning Outcome 2: Understand how campaigns are used to elicit change Unit 2 – Learning Outcome 2 – Know theories of criminality	Unit 1 - Learning Outcome 3: Plan campaigns for change relating to crime Unit 2 – Learning Outcome 3 – Understand causes of criminality	Unit 1 – Learning Outcome 3: Plan campaigns for change relating to crime Unit 2 – Learning Outcome 4 – Understand causes of policy change	Unit 1 – controlled assessment Unit 2 - exam
Yr13: KS5	Unit 3 – Learning Outcome 1 – Understand the process of criminal investigations Unit 4 – Learning Outcome 1 – Understanding the criminal justice system in England and Wales	Unit 3 – Learning Outcome 2 – Understand the process for prosecution of suspects Unit 4 – Learning Outcome 2 – Understand the role of punishment in a criminal justice system	Unit 3 – Learning Outcome 3 – Be able to review criminal cases Unit 4 – Learning Outcome 3 - Understand measures used in social control	Unit 3 – Controlled assessment	Unit 4 - Exam

Subject on a page – Drama

What is our curriculum vision?

The Drama Department Waverley Trust aims to develop individuality; to encourage students to think and express themselves confidently and to encourage tolerance and understanding. They are given the freedom and safe space to explore their life as they see and experience it.

Students are given opportunities through practical role-play and written drama activities to experience the world around them and begin to appreciate situations from more than one perspective. Drama is used as a tool to educate students in a range of different situations and stimuli by exploring practitioners throughout their time in Key Stage 3 and 4.

How are students assessed?

At KS3 students are assessed holistically based on the current unit. Aspects of performances will be judged individually whilst others will be group performances involving soft skills like communication and team work. At KS4 the components are:
Component 1: Devising Theatre Moderated Coursework (40%)
Component 2 : Performing from a text. Moderated Coursework (20%)
Component 3; Written Exam (1.5 hours) (40%)

How will students develop personally?

The curriculum is designed to encourage collaboration and negotiation. It provides an ideal environment to encourage students to work together and to develop trust and friendships.
Through drama, we encourage students to question and challenge their perception of the world and develop the soft skills employers seek.

Specification

KS4 specification name: EDUQAS GCSE Drama

Where can this subject lead to at 16/18 years old and into the future?

- Acting
- Directing
- Theatre management
- Production management
- Technical production
- Marketing,
- Stage and set design
- Lighting

Drama – what do students study?

	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7: KS3		Introduction to Drama	Darkwood Manor Devised theatre	Silent Movie Slapstick	Repeat with Rotation with Textiles		
Yr8: KS3	'Let Him Have it' Clips and Scripts	Devising Theatre Social Media	Theatre: The curious Incident	Repeat with Rotation with Textiles			
Yr9: KS3	9 Week Rotation. Scripted text - Blood Brothers Scripted Drama/ Exploring extracts from the play and narration.						
Yr10: KS4	Theme: Brecht & Stanislavski Learning Focus Learning about two theatre practitioners, acting skills, performance skills, devising theatre, working from script	Theme: Brecht & Stanislavski Learning Focus Learning about two theatre practitioners, acting skills, performance skills, devising theatre, working from script	Theme: C3 Set Text & Written Exam Learning Focus Exploring the GCSE Set text in a practical way Preparing for written exam, analysing text, directing, technical theatre, live theatre	Theme: C3 Set Text & Written Exam Learning Focus Exploring the GCSE Set text in a practical way Preparing for written exam, analysing text, directing, technical theatre, live theatre	Theme: C2 Mock & C1 Preparation Learning Focus Performance Skills, learning text, design skills, performance Developing ideas from stimulus	Theme: C2 Mock & C1 Preparation Learning Focus Performance Skills, learning text, design skills, performance Developing ideas from stimulus	
Yr11: KS4	Theme: C1 Devising theatre Learning Focus Creating theatre, Brechtian techniques, portfolio, performance, evaluating	Theme: C1 Devising theatre Learning Focus Creating theatre, Brechtian techniques, portfolio, performance, evaluating	Theme: C2 Performance from Text & C3 written exam Learning Focus Performance from text, external exam, Preparation for C3 written exam	Theme: C2 Performance from Text & C3 written exam Learning Focus Performance from text, external exam, Preparation for C3 written exam	Exam Preparation	Exam Preparation	

Subject on a page – English Language and English Literature

What is our curriculum vision?
We believe in offering a broad and balanced English curriculum to give our students the knowledge, skills and confidence to become successful in our society today. Our curriculum is designed to promote independent learning and high-quality engagement, whilst ensuring the very best outcomes for learners, regardless of starting points. By supporting students' welfare and academic ability, we believe students achieve an enjoyment and preparation of English that often ignites a hunger to study English at KS5 and beyond. Our curriculum covers a broad range of topics including detective fiction, poetry from other cultures and gothic horror which allows our students to analyse, appreciate and understand the views of the writer. We want to regularly challenge our learners to create and consider developed responses in a nurturing environment where teaching is always pitched high. Flexibility and freedom for staff and students within our curriculum ensures that learning is accessible, enjoyable and progressive.

How are students assessed?
Within English students are assessed through reading and writing tasks based on the topics studied. These include multiple choice and comprehension questions, as well as extended written responses to develop student's analytical and discursive skills. They are also encouraged to formulate their verbal responses through classroom discussions, where the use of standard English is consistently modelled by teachers. Students are expected to review their learning by completing peer and self-assessment activities where the success criteria is used to identify progress made. As students progress into KS4 and KS5 exam questions and QLAs from mock papers will be used to provide clear targets for improvement.

How will students develop personally?
In English, we are committed to ensuring that our students are given opportunities to develop their confidence, oracy, and critical thinking skills. Through the range of texts that we study from Key Stage 3-5, pupils are given an insight into various literary periods which helps foster a cultural awareness, enhancing empathy, understanding and an appreciation for different writers. Our texts are centred around themes and ideas that are relevant to our society today which allows students to address key issues and improve their communication skills through structured debates, discussions, and exposure to different forms of writing. This includes improving vocabulary, grammar, and overall language proficiency which are essential for personal and professional interactions.

Specifications
KS4 specification name:
AQA GCSE English Language
AQA GCSE English Literature
AQA Step Up To English

KS5 specification name:
AQA GCE English Literature A

Where can this subject lead to at 16/18 years old and into the future?
Studying English at A Level allows you to study key literatures in a way that gives you a deeper understanding of both the text and writers. You'll get the opportunity to study in detail a range of literary texts from Shakespeare to the 21st Century. It will give you valuable insights into how the written form has evolved both in terms of structure and storytelling. This course will help you analyse and compare a range of genres and forms and will give you a comprehensive understanding of English literature's rich history and context.

Studying English Literature at A Levels and beyond can lead to various job opportunities. These include:

- Journalism
- Teaching
- Law
- Marketing executive
- Editor
- Publisher

English – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7: KS3	• Literacy • Skellig – Novel Study	• Myths and Legends • Horror Through Time	• Shakespeare	• Love to Read - Novel Study • Shakespeare	• Creative Writing – Writing through history	• Non-fiction: The Young Reporter • Poetry
Yr8: KS3	• Short Stories • Creative Writing - Anime	• Nineteenth Century prose • Literacy	• Fractured Fairy Tales • 19th Century Prose	• Poetry from Different Cultures	• Non-fiction Analysis (19th/ 20th/ 21st century)	• Shakespeare
Yr9: KS3	• Modern Text • Creative Writing	• Modern Text • Creative Writing	• 19th Century Novel • Transactional Writing	• 19th Century Novel • Transactional Writing	• Shakespeare – The Merchant of Venice • Poetry	• Shakespeare • Non-fiction analysis
Yr10: KS4	Language: Paper 1, Section B Literature: Power and Conflict Poetry	Language: Paper 1, Section A Literature: 19th Century Novel	Language: Paper 2, Section B Literature: 19th Century Novel/ Unseen Poetry	Language: Paper 2, Section A Literature: Modern Text	Language: Paper 1 and Paper 2 – Section B Literature: Shakespeare	Language: Spoken Language Literature: Shakespeare/ 19th Century Novel
Yr11: KS4	Language: Paper 2, Section B Literature: Modern Text/ Power and Conflict	Language: Paper 1. Section A Literature: 19th Century Novel	Language: Paper 1 and 2, Section A Literature: Shakespeare/ Unseen Poetry	Language: Paper 1, Section B Literature: 19th Century Novel/ Modern Text	Language: Paper 1 and 2 Literature: Revision of all units.	
Yr12: KS5	• Pre 1900 Poetry Anthology • The Great Gatsby	• Pre 1900 Poetry Anthology • The Great Gatsby • Unseen Poetry	• Othello • Non-exam Assessment	• Othello • Non-exam Assessment	• Non-exam Assessment • Paper 1	• Translations • Feminine Gospels
Yr13: KS5	• Translations • Feminine Gospels	• The Color Purple	• Revision of Paper 1	• Revision of Paper 2	• Revision of Paper 1 and 2	

Subject on a page – European Languages (French and Spanish)

What is our curriculum vision?

Languages are for life. The study of a modern foreign language is seen as an important part of our pupils' education as languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship (understand the wider world and connect with communities outside their own country) and personal fulfilment. Pupils learn to appreciate different countries, cultures, communities and people. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. The department's vision is to continually improve standards through an engaging and challenging curriculum which values the strengths of all and celebrates success. Competency in a foreign language unlocks the technological, enterprise and vocational abilities which enhance the employability skills of our pupils. We aim to promote cultural awareness and develop our young people into global citizens of the 21st century.

How are students assessed?

In every lesson, students are encouraged to assess their own or their peers' work for listening, reading and writing tasks. Instant and immediate verbal feedback from the teacher takes places on a regular basis and has proved to have the most impact on students' learning and progress.

At the end of a module, students will be formally assessed in 2 skills at least (Listening Comprehension, Reading comprehension or/and writing) for the unit they have worked on.

How will students develop personally?

Students will realise and achieve their potential by valuing the diversity of our community, the wider world, and respect the individuality of everyone. Over time students will acquire an understanding of human values and attitudes, past and present and develop a high level of literacy and numeracy required for success in adult life. The curriculum will allow students to broaden horizons through a range of spiritual, moral, social and cultural opportunities and respect British values to enable them to become effective and successful members of society.

Specifications

KS4 specification name: Edexcel GCSE French (1FR1)
Edexcel GCSE Spanish (1SP1)

Where can this subject lead to at 16/18 years old and into the future?

The course prepares students for further study at A-Level. In addition, the highly transferable language learning skills can be applied in any job.

There is a large number of careers and further education courses where it would be highly desirable to have a language qualification including: business services, journalism, broadcasting, charity work, engineering, media, museums and libraries, public administration, teaching, tourism, transport and logistics.

French – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7: KS3	Greetings Numbers to 21 Say your name and age Phonics	Numbers up to 31 Say the date Say your birthday My classroom	Family Animals colours	My personality Free-time activities	School subjects The time Opinions and justication	School uniform My school routine My school
Yr8: KS3	The weather Sports Free-time activities	Pets Family Personal Descriptions Where I live	My house Breakfast National Festival	My town / city At the weekend	Going to a café Visiting Paris	Going to a theme park Going on holiday Use the past tense
Yr9: KS3	Describing Festivals Buying food Food specialities New Year celebrations	Celebrities TV programmes Digital technology	Going to the cinema Leisure activities Using 3 tenses	Describing where you live Using modal verbs	House chores Daily routines Regions	Revising Sports Comparing Directions Health and injuries
Yr10: KS4	Module 1 Relationships Going out Role models	Module 2 Leisure activities The media Entertainment	Module 3 Daily Life Shopping Festivals	Module 4 Local area tourism	Module 5 Travelling Holidays	Module 6 School After school clubs Rules
Yr11: KS4	Module 7 Future studies and career Part time jobs Work experience	Module 8 The environment Charities International events	Topics and grammar revisions Preparation for speaking examination	Topics and grammar revisions Preparation for writing examination	Topics and grammar revisions Preparation for writing examination	n/a

Spanish – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7: KS3	Greetings Numbers to 21 Say your name and age Phonics	Numbers up to 31 Say the date Say your birthday Family	Animals Colours My personality Free-time activities	The weather sports	School subjects My school routine My school Opinions and justication	My town / city Say he time At the café Plan for the weekend
Yr8: KS3	My holidays Using the past tense	Using technology Hobbies TV programmes	Food and meals At the restaurants Food shopping Organising a party	Going out Making excuses Daily routine	Clothes and fashion Sport events	Tourism and travelling Giving directions
Yr9: KS3	What I like Talking about films Birthday celebrations	Jobs and professions	Healthy diets Daily routines ailments	Children's lives Children's rights	The environment Charity	Meeting and greeting Describing a day trip tourism
Yr10: KS4	Module 1 Travelling Holidays	Module 2 School After school clubs Rules	Module 3 Relationships The media	Module 4 Leisure activities Entertainment	Module 5 Local area Tourism Shopping	Module 6 Daily Life Festivals
Yr11: KS4	Module 7 Future studies and career Part time jobs Work experience	Module 8 The environment Charities International events	Topics and grammar revisions Preparation for speaking examination	Topics and grammar revisions Preparation for writing examination	Topics and grammar revisions Preparation for writing examination	n/a

Subject on a page – Geography

What is our curriculum vision?

Here at Waverley School we have carefully designed our Geography curriculum to ensure students across all year groups have a real interest in the world around them, aiming to inspire a passion for Geography and an interest in the subject beyond their academic achievements, and for the rest of their lives. We aim to teach them to have a sense of awe and wonder at natural landscapes and processes. As young geographers our students will explore the physical and human. world. They will explore the relationship between people and climate change by examining the causes and effects of global warming on various communities and ecosystems. At each Key Stage, our curriculum is designed to complement the HEAR ethos of the school. Students are taught these through all topics studied. Students are encouraged to express their viewpoints, but in a careful, articulate and respectful way. Each lesson encourages students to develop in the following ways: socially, morally, spiritually and culturally (SMSC) through oracy, and written format where applicable.

How are students assessed?

Students are assessed at the end of each term.

Key concepts and key end points:

- **Year 7**- Students should be able to describe and explain the basic information relating to the topics studies. Students are introduced to key skills that are essential for KS4. Assessment termly.
- **Year 8** – students are taught key geographical foundation skills essential for KS3 and foundational knowledge to deepen understanding ready for KS4. Assessment termly. Geographical key skills embedded into the learning.
- **Year 9**- students are continuing to be taught the KS3 curriculum with greater emphasis on explaining and analysing in preparation for KS4. Students also taught geographical key skills.
- **Year 10**- students complete paper 1 of their GCSE content. End of Year assessment will be a full paper 1 and Section A and B of Paper 3.
- **Year 11-** students complete paper 2 and 3 of their GCSE content. November Mock will be Paper 1, section A of paper 2 and a full paper 3. February Mock examinations will consist of a full paper 1, 2 and 3.

How will students develop personally?

The course encourages pupils to think like geographers through the study of geographical themes applied within the context of the UK and wider world, aiming to inspire a passion for geography and an interest in the subject and world around them beyond academic achievements, and for the rest of their lives. Pupils will study in depth the diverse and dynamic geography of the UK, gaining an appreciation of the changes to the UK's geography and the processes which drive them. This includes the study of natural landscapes which define the UK, the people of the UK and the environmental challenges which it faces. The complexities of the planet are considered and the interconnections that take place in the wider world, including the study of key ecosystems such as tropical rainforests and deserts, people of the planet and environmental threats to the planet. Geographical skills are embedded throughout the course, always contextualised within the geographical content. Pupils develop critical thinking skills as they learn how to formulate enquires and arguments through their study. Fieldwork is an integral part of the subject, and the exam board specifies that pupils must experience fieldwork as part of their studies.

Specifications

KS4 specification name: AQA GCSE Geography

Where can this subject lead to at 16/18 years old and into the future?

The GCSE Geography course develops pupils who are numerate, literate, critical thinkers, problem solvers and team players with a sense of wonder about the world around them and a desire to explore different places, the people who live there and the environments they live in. Whatever pupils end up following as a career path, a sound knowledge of the workings of our dynamic and rapidly changing planet will be absolutely vital. Corporate Sustainability is a new department in most companies around the globe. A qualification in Geography would be essential to work in this area. Other career paths would include: Emergency Management Specialist, Hydrologist, Banker, Environmental Lawyer, Climatologist, Geomorphologist, Volcanologist, plus many more.

Geography – what do students study?

	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
Yr7: KS3	Geographical Key skills	All About the UK		Settlements	What is an Economy? Inc. Primary, secondary, Tertiary, Quaternary		Our restless planet: **Inc Plate Tectonics**	Rocks and weathering and soils	Weather and Climate **Inc Hydrology**
Yr8: KS3	All about the Middle East **Inc hot deserts**	International Development and Population		How are rivers formed, create landscapes and cause problems?	Is the Geography of Russia a curse or a benefit? **Inc cold deserts**		When land meets sea	Under the Sea **Inc. Ocean plastics**	How is Asia being Transformed? **Inc. China, Bejing. India, Dehli Inc Himalayas**
Yr9: KS3	Africa – Nigeria **Inc, Lagos**	**Climate Change**	Glaciation Ice age through to Quaternary **Inc. geological time**	Africa – Nigeria **Inc, Lagos**	**Climate Change**	Glaciation Ice age through to Quaternary **Inc. geological time**	How do we use Natural Resources?	Geography of Fashion	Hazards - GCSE
Yr10: KS4	Tectonic Hazards	Climate Change Weather Hazards		Ecosystems Tropical Rainforests Deserts	Coastal Landscapes		River Landscapes		Urban Change Rio de Janeiro Birmingham Freiburg
Yr11: KS4	The changing economic world	The changing economic world		The challenge of resource management	Paper 3 Resource Booklet and Geographical Key Skills		Revision		N/A

Subject on a page – Health and Social Care

What is our curriculum vision?

Our curriculum vision for health and social care aims to equip students with a comprehensive understanding of core principles within care, it emphasises a blend of theoretical knowledge and practical skills necessary to excel in diverse healthcare and social service settings.

Communication, teamwork, and cultural competence are key focal points to enable effective collaboration with patients and other professionals. The curriculum encourages critical thinking and problem-solving skills to address complex issues in healthcare and social welfare. Ultimately, the vision seeks to produce compassionate, competent professionals who can positively impact the well-being of individuals and communities.

How are students assessed?

Students in year 11 are assessed by two controlled coursework assessments and a linear exam. In KS5 students are assessed through coursework assessments and 3 exams through the second years. They are also given exam questions and full mock papers to prepare them for final examinations.

How will students develop personally?

Completing a health and social care curriculum offers personal development in several ways. Students gain empathy and compassion by understanding the challenges faced by individuals and communities. They learn effective communication skills, active listening, and cultural sensitivity. Additionally, critical thinking and problem-solving abilities are honed as they analyse complex health issues. Overall, the curriculum fosters resilience, adaptability, and a commitment to improving the well-being of others

Specifications

KS4 specification name: BTEC Tech Award

KS5 specification name: BTEC National L3

Where can this subject lead to at 16/18 years old and into the future?

A health and social care qualification opens diverse pathways for 16-18-year-olds and beyond. Early on, it can lead to roles such as: Nursing, care workers, Health Care Assistants. Looking ahead, health and social care graduates find opportunities in government, community programs, non – profit organisations, and social research. The adaptable skills acquired; critical thinking, analysis, and communication also complement fields like law, medicine and finance. At university students can enrol on degree courses for : nursing, midwifery, teaching, social work and public service.

Health and Social Care – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr10: KS4	Learning Aim A: Medical conditions Types of Care	Learning Aim A: Types of Care	Learning Aim A: Types of Health and Social Care Services	Learning Aim A: Types of Health and Social Care Services	Learning Aim A: Barriers to accessing services	Learning Aim A: Barriers to accessing services
Yr11: KS4	Assessment: Component 1 Health and Wellbeing	Assessment: Component 2 Social, emotional and cultural factor that affect health and wellbeing	Health Indicators and interpreting health indicators and data	Person-Centred approach and health improvement plans		
Yr12: KS5	Unit 1 – Human Lifespan Development Unit 5 – Meeting Individual Care and Support Needs	Unit 1 – Human Lifespan Development Unit 5 Meeting Individual Care and Support Needs	Unit 2 – Working in Health and Social Care Unit 5 – Meeting Individual Care and Support Needs	Unit 2 – Working in Health and Social Care Unit 5 – Meeting Individual Care and Support Needs	Unit 5 – Meeting Individual Care and Support Needs	Unit 7 – Principles of Safe Practice in Health and Social Care
Yr13: KS5	Unit 4 – Research Methods Unit 7 – Principles of Safe Practice in Health and Social Care	Unit 4 – Research Methods Unit 7 – Principles of Safe Practice in Health and Social Care	Unit 14 – Physiological Disorders and their Care Unit 7 – Principles of Safe Practice in Health and Social Care	Unit 14 – Physiological Disorders and their Care		

Subject on a page – History

What is our curriculum vision?

At Waverley School, our History curriculum aims to inspire people to understand the world. In History, pupils will gain a knowledge and understanding of Britain's past and that of the wider world. The curriculum aims to:

-Provide a coherent, chronological narrative of British history from earliest times to the present day.

-Explore significant aspects of world history, including ancient civilisations, empires, and non-European societies.

-Develop historical concepts such as continuity, change, cause, consequence, and significance.

-Foster critical thinking, evidence evaluation, and perspective-building.

-Encourage historical enquiry and the creation of structured historical accounts.

How are students assessed?

Within History, students will sit multiple knowledge quizzes and topic assessments to assess understanding of key terms, key concepts, and key skills. Students will also be assessed through their written work; both formal questions with full paragraph responses and in class pieces of extended writing such as diary entries and newspaper articles. As students progress into KS4 and KS5 exam questions and full mock papers will be used to determine student performance. However, our most important assessment is the ongoing in - class assessment which is primarily undertaken through questioning and live marking.

How will students develop personally?

History provides insights into how past societies, cultures, and technologies were built, operated, and changed. By studying History, students develop a deeper understanding of the world around them.

- Identity and connection: History helps students understand their own identity and cultural heritage. It connects them to their roots and fosters a sense of belonging.
- Inspiration: Learning about historical figures who overcame challenges or made significant contributions can inspire students to pursue their own goals and dreams.
- Learning from mistakes: History teaches us about both successes and failures. By studying past mistakes, students can avoid repeating them and make better choices in the future.
- Transferable skills: Analysing historical events hones critical thinking, research, and communication skills. These skills are valuable across various subjects and in real-world scenarios.

Specifications

KS4 specification name: Edexcel

KS5 specification name: Edexcel

Where can this subject lead to at 16/18 years old and into the future?

Studying History opens diverse pathways for students aged 16 to 18 and beyond. Pursue a History degree or explore related fields like Archaeology, Anthropology, or Classics. History graduates often work in research, education, or heritage organisations. Additionally, historical understanding enhances legal and political analysis, informs business strategies, and contributes to government roles. Whether they choose academia, teaching, or public service, their journey in history can lead to exciting and impactful career paths.

History – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7: KS3	Normans	Medieval society	Tudors	Empire and slavery	Empire and slavery	Intro to 20thC (y8)
Yr8: KS3	WW1	WW1	WW2	WW2	Dictators	Migration to Britain (y9)
Yr9: KS3	Migration	Holocaust	Migration	Holocaust	Vietnam Civil Rights	Medicine through time
Yr10: KS4	Medicine through time	Medicine through time	Elizabeth	Elizabeth	Germany	Germany
Yr11: KS4	Germany	Cold War	Cold War	Revision		
Yr12: KS5	Britain Transformed 1918-1997 United States Conformity and Challenge 1955- 1992	Britain Transformed 1918-1992 United States Conformity and Challenge 1955- 1992	Britain Transformed 1918-1992 United States Conformity and Challenge 1955- 1992	Britain Transformed 1918-1992 United States Conformity and Challenge 1955- 1992	Britain Transformed 1918-1992 United States Conformity and Challenge 1955- 1992	Britain Transformed 1918-1992 United States Conformity and Challenge 1955- 1992
Yr13: KS5	Britain Transformed 1918-1992 The British experience of warfare, c1790–1918	The British experience of warfare, c1790–1918	The British experience of warfare, c1790–1918	Revision	Examination	

Subject on a page – Law

What is our curriculum vision?

At Waverley School, our A Level Law programme aims to empower students to become critical thinkers who analyse legal principles, case law, and statutes. They develop leadership skills through teamwork, negotiation, and advocacy, engaging in mock trials, debates, and group projects. Additionally, students actively contribute by participating in discussions, collaborating with legal professionals, and supporting legal awareness campaigns. As analytical problem solvers, they learn systematic approaches to legal issues, honing problem-solving techniques and legal research skills. Our curriculum also provides a strong foundation for university studies, covering essential legal concepts, legal systems, human rights, and constitutional law

How are students assessed?

Assessment in OCR A Level Law includes synoptic components. To earn the OCR A Level in Law, students must complete assessments in the following areas:

- **The Legal System and Criminal Law**: Students analyse legal principles, case law, and statutes critically.
- **Law Making and the Law of Tort**: Students engage in problem-solving, legal research, and evaluation.
- **The Nature of Law and Human Rights or The Nature of Law:**
- Students explore foundational legal concepts and gain insights into human rights, constitutional law, and legal systems.

Students should anticipate a combination of written exams and practical tasks. These assessments will cover legal principles, case law, statutes, problem-solving, and foundational legal concepts, fostering critical thinking and honing legal reasoning skills.

How will students develop personally?

Studying law enhances critical thinking, communication, and adaptability—valuable skills for any profession. At Waverley School, students benefit from practical experiences, skill development, and a supportive learning environment, fostering their confidence, career focus, and readiness for either the labour market or university.

Specifications

KS5 specification name:

OCR A Level Law

Where can this subject lead to at 16/18 years old and into the future?

Studying A Level Law opens various pathways for students aged 16 to 18 and beyond:

- **Legal careers**: ideal for those aspiring to become lawyers, solicitors, or legal professionals.
- **Social and political interests**: students interested in social justice, politics, or human rights will find the course rewarding.
- **Transferable skills**: develops critical thinking, research, and communication skills applicable across professions.

Law – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr12: KS5	**English Legal System:** • Introduction to the nature of law • Civil law/Civil courts • Pre-trial procedure and criminal courts • Tribunals and ADR • Parliamentary law making	• Sentencing • Lay people • Legal personnel • The Judiciary • Access to justice • Delegated legislation	• Statutory Interpretation • Judicial precedent • Law reform **Tort Law:** • The rules of tort law • Liability in negligence • Occupiers liability	**Tort Law:** • Remedies • Rylands v Fletcher • Vicarious liability • Nuisance	**Criminal law:** • Elements of criminal law • Non-fatal offences • Defence of consent	**Criminal law:** • Homicide offences
Yr13: KS5	**Criminal law:** • Theft • Robbery and Burglary • Mental capacity defences • General defences	**Criminal law:** • Preliminary offences • Human Rights: • Rules and theories • Protection of Human Rights • Art 5 • Art 6	**Human Rights:** • Art 8 • Art 10 • Art 11 • Enforcement of human rights laws	**Revision**	**Revision**	**Exam**

Subject on a page – Life Skills & PSHE

What is our curriculum vision?

At Key Stage 3, our PSHE programme is delivered through Life Skills where we aim to provide all our pupils with the building blocks necessary to embrace the challenges of a fulfilling and successful adult life. The Life Skills curriculum aims to provide pupils with the invaluable knowledge that will help them to make informed decisions about their health and wellbeing as well as teaching them the fundamental characteristics of healthy relationships.

At Key Stage 4 and 5, PSHE is delivered through Form Time where pupils are given a chance to explore different careers, understand healthy lifestyles and help prepare for life beyond school. Our curriculum and delivery of lessons are all rooted in our school's HEAR values. This will ultimately provide opportunities to help our pupils foster lifelong aspirations, goals and values.

How are students assessed?

PSHE and Life Skills is primarily assessed through questioning and classroom discussions. Quizzes are also used at regular intervals to assess pupils' knowledge on the content being delivered.

In Form Time, the use of the voting system in our Votes For Schools Programme allows staff to assess student understanding on the content being taught.

How will students develop personally?

The core aim of Life Skills and PSHE is to educate the whole child and ensure that they are prepared for life beyond school. Whilst the curriculum gives ample opportunity for students to understand the importance of making the right choices, it also allows them to develop their confidence, oracy and presentation skills through class discussions and debates. The topics range from healthy lifestyle to living in the wider world and this allows our students to develop a range of interpersonal and communication skills that will prepare them for the future.

Where can this subject lead to at 16/18 years old and into the future?

Some of the key skills that students develop in Life Skills and PSHE include:

- Communication and oracy
- Confidence
- Interpersonal skills
- Presentation skills
- Managing emotions
- Conflict management

These skills are not only essential during application processes and interviews but also provides opportunities for pupils to make informed decisions about their future careers.

Life Skills – what do students study?

	Autumn 1 Healthy Lifestyles & Choices	Autumn 2 Healthy Lifestyles & Choices	Spring 1 Relationships	Spring 2 Relationships	Summer 1 Living in the Wider World	Summer 2 Living in the Wider World
Yr7: KS3 (Life Skills)	- Resilience - Mental Health - Social Media	- A balanced diet - Peer pressure - Substance abuse - First Aid	- Values - Conflict management - Bullying - Body Image	- Inclusivity - Cyberbullying - Gang membership - Extremism	- Planning Ahead - Role models - Being an active citizen - BSL	
Yr8: KS3 (Life Skills)	- Self-confidence - Healthy Eating - Mental Health	- Online and personal safety - Substance abuse and addiction - FGM - Hygiene	- Bullying - Body Image - Forming positive relationships - Conflict management	- Abusive relationships - Pregnancy, fertility & miscarriage - Gangs - Extremism	- Goal setting - Role Models - Presentation skills	- Fake news - The criminal justice system - Money management
Yr9: KS3 (Life Skills)	- Interpersonal Skills - Mental Health - Confidence	- Cosmetic and aesthetic procedures - Substance abuse - FGM	- Conflict management - Image sharing - Prejudice & discrimination - Contraception & STIs	- Forced marriages - Consent and victim blaming - Extremism - Inclusivity	- GCSEs and Coping with Change - Presentations Skills - Employability Skills - Writing a CV	- County Lines - Anti-social behaviour - Financial Scams - Gambling - Money management
Yr10: KS4 (Form Time)	- Balancing life and work - Wellbeing in the workplace - Substance abuse	- Health related choices: blood donation, aesthetic procedures - Managing our health services	- Staying safe online - Exiting aggressive situations - Navigating social influences	- First aid - Navigating conflicts within relationships	- Financial Choices - Protecting your data - Misinformation online	- Taking other's perspectives - What type of career is best for me - Women in STEM
Yr12: KS5 (Form Time)	- Values & differences	- Staying safe – alcohol, drugs, dangerous situations	- Leaving home - Consent - Relationships	- Savings - Financial literacy	Money management Financial literacy	
Yr13: KS5 (Form Time)	- Prejudice and discrimination	- Staying safe – alcohol, drugs, dangerous situations	- Leaving home - Consent - Relationships	- Understanding finances in the real world	Money management Financial literacy	Money management Financial literacy

Subject on a page – Mathematics

What is our curriculum vision?
Mathematics is essential to every day life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. However, Mathematics also has a beauty of its own, it is not just a utility for other disciplines. We aim to provide a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject.
We all use maths at some level everyday, our curriculum aims to prepare students for the world by enabling them to explain practical situations in a mathematical context. They should also be able to apply their understanding in other subject areas including science, geography, and computing.

How are students assessed?
When pupils complete work in class this will be regularly self and peer - assessed. This will enable pupils to get immediate feedback on their work. Homework is also set using an online platform which will give instant feedback so that pupils can track their progress.
Once each half term pupils will complete a "checkpoint" which will be marked by teachers and will enable them to see how well they have understood the concepts covered so that they can take measures to address these.
Twice in the year pupils will sit a formal summative assessment.

How will students develop personally?

Students will become fluent in the fundamentals of mathematics with an ability to recall and apply knowledge quickly and accurately. They will develop their ability to reason mathematically by following a line of enquiry and conjecturing relationships and ensure they can solve problems by applying their mathematics to a variety of routine and non-routine problems.

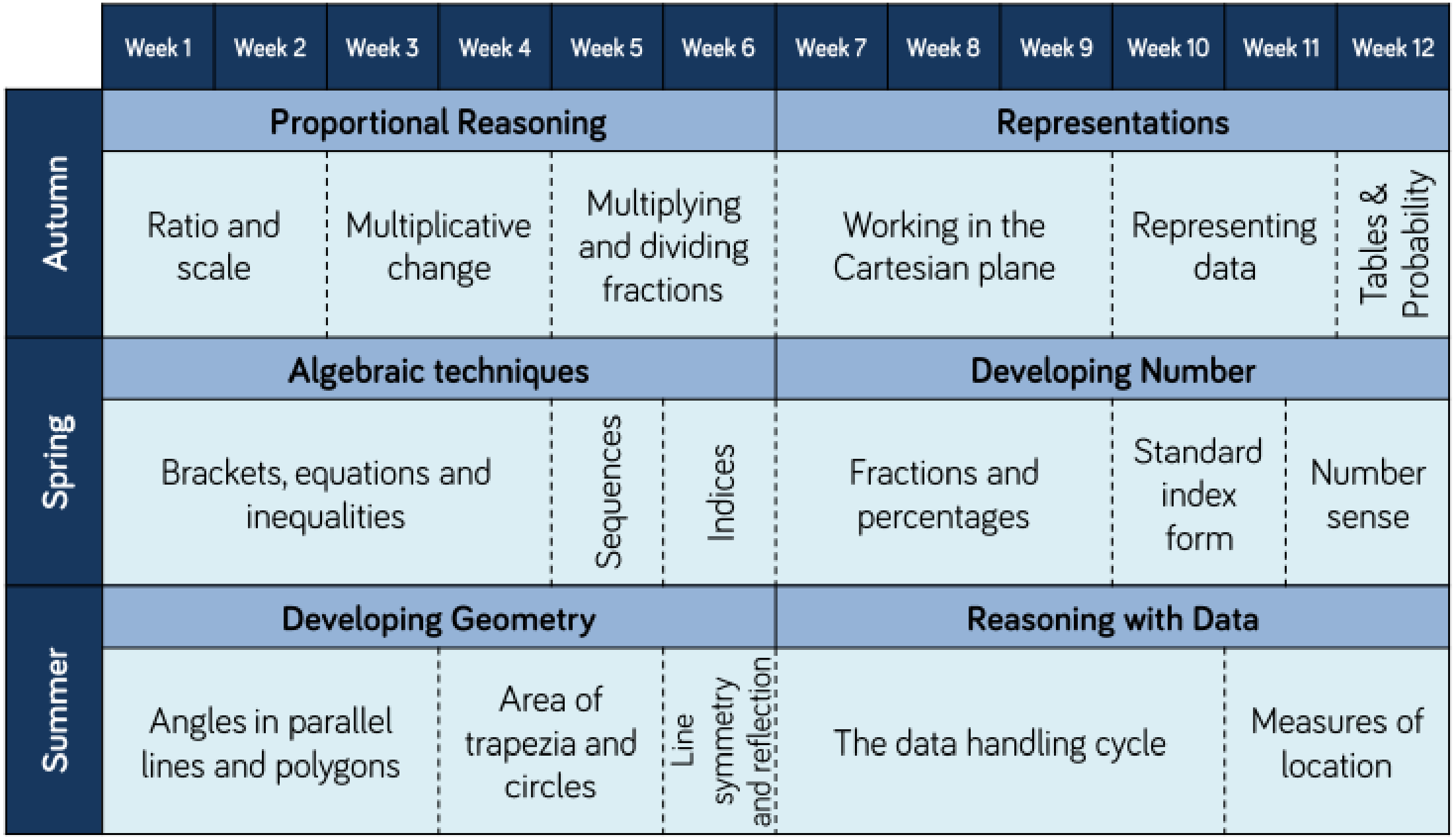
Specifications
KS4 specification name:
Edexcel GCSE Mathematics (1MA1)
KS5 specification name: Edexcel A Level Mathematics (9MA0)

Where can this subject lead to at 16/18 years old and into the future?
Mathematics is all around us and strong qualifications in Mathematics can lead to careers in many areas including engineering, science and technology, computer science as well as many aspects of finance.

Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	**Place Value and Proportion**						**Algebraic Thinking**					
	Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence			Sequences		Understand and use algebraic notation		Equality and equivalence	
Spring	**Applications of Number**						**Directed Number**			**Fractional Thinking**		
	Solving problems with addition		Solving problems with multiplication and division		Fractions and percentage of amounts		Operations and equations with directed numbers			Addition and subtraction of fractions		
Summer	**Lines and Angles**						**Reasoning with Number**					
	Constructing, measuring and using geometric notation			Developing geometric reasoning			Developing number sense		Sets and Probability		Prime numbers and Proof	

Overview


Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn
Proportional Reasoning
Representations
Ratio and scale
Multiplicative change
Multiplying and dividing fractions
Working in the Cartesian plane
Representing data
Tables & Probability
Spring
Algebraic techniques
Developing Number
Brackets, equations and inequalities
Sequences
Indices
Fractions and percentages
Standard index form
Number sense
Summer
Developing Geometry
Reasoning with Data
Angles in parallel lines and polygons
Area of trapezia and circles
Line symmetry and reflection
The data handling cycle
Measures of location

Year 9 Timeline Set 1

End of term activities:
Term 1: Transforming Shapes Picture Puzzles (trans/rotate)
Term 2: Constructing Robots using Triangles

Term 1		
Week	Unit	Topic
1		Introduction Week
2	1-2	Two Way Tables / Frequency Trees
3	3-4	Rounding and Error Intervals Estimations
4	5-6	Use of a Calculator Product of Prime Factors
5	7-8	HCF/LCM Real Life Multiples
6	9-10	Fractions +Test
7	11-12	Ratio
Half term		
8	13-17	Direct Proportion / Best Buys, Exchange Rates & Recipes Inverse Proportion in Context
9		
10	18-19 22	Percentages Reverse Percentages (H)
11	20-21	Interest & Growth Depreciation & Decay
12	23-24	Index laws Expand & Simplify + Test
13		
14	25-26	Sequences Inequalities

Term 2		
Week	Unit	Topic
15	27-29	Solving Equations
16	30-31	Factorising
17	32	Subject of a Formula
18	33-34	Standard Form
19	35	Angles in Polygons Angles in Parallel Lines +Test
20	36 39	Angles in Parallel Lines Bearings
Half term		
21	40-45	Pythagoras and Trigonometry
22		
23	46-48	Circles, Arcs and Sectors
24	49-50	Surface Area and Volume
25		
26	37-38	Plans and Elevations and Constructions +Test

NB there is time programmed into Y10 to revisit topics from Y9. Teacher judgement to be used if some topics require more/less time than suggested.

Term 3		
Week	Unit	Topic
27	51-52	Sampling and Averages
28	53-54	Averages from Tables
29	55-56	Frequency Diagrams Scatter Graphs
30	58	Pie Charts +Test
31	59-61	Straight Line Graphs
Half term		
33	59-61	Straight Line Graphs
34	62	Non-Linear Graphs
35	63	Speed, Distance & Time
36	64	Compound Measures
37		**End of Year Exams**
38		Assessment Feedback + EOY Activities
39		

Year 9 Timeline Set 2 & 3

End of term activities:
Term 1: Transforming Shapes Picture Puzzles (trans/rotate)
Term 2: Constructing Robots using Triangles

Term 1		
Week	Unit	Topic
1		Introduction Week
2	1-2	Two Way Tables / Frequency Trees
3	3-4	Rounding and Error Intervals Estimations
4	5-6	Use of a Calculator Product of Prime Factors
5	7-8	HCF/LCM Real Life Multiples
6	9-10	Fractions + Test
7		
Half term		
8	11-12	Ratio
9		
10	13-16	Direct Proportion / Best Buys, Exchange Rates & Recipes
11	17	Inverse Proportion in Context
12	18-19	Percentages
13	20-21	Interest & Growth Depreciation & Decay + Test
14	22	Reverse Percentages

Term 2		
Week	Unit	Topic
15	23	Index laws
16	24	Expand & Simplify
17	25	Sequences
18	26	Inequalities
19	27-29	Solving Equations +Test
20		
Half term		
21	30-31	Factorising
22	32	Subject of a Formula
23	33-34	Standard Form
24	35	Angles in Polygons
25	36	Angles in Parallel Lines + Test
26		

Term 3		
Week	Unit	Topic
27	37-38	Plans and Elevations and Constructions
28	39	Bearings
29	40-41	Pythagoras
30	42-45	Trigonometry + Test
31		
Half term		
33	46-48	Circles, Arcs and Sectors
34		
35	49-50	Surface Area and Volume
36		
37		**End of Year Exams**
38		Assessment Feedback + EOY Activities
39		

Year 9 Timeline Set 4

End of term activities:
Term 1: Transforming Shapes Picture Puzzles (trans/rotate)
Term 2: Constructing Robots using Triangles

Term 1		
Week	Unit	Topic
1		Introduction Week
2	1a	Integers and Place Value
3	1b	Decimals
4	1c	Indices, Powers and Roots
5	1d	Factors, Multiples and Primes
6	2a	Fractions +Test
7	2b	Percentages
Half term		
8	2c	Fractions Decimals and Percentages
9	3	Charts and Diagrams
10	3	Charts and Diagrams
11	4	Mensuration and 2D Shapes
12	4	Mensuration and 2D Shapes
13	5	Perimeter and Area +Test
14	5	Perimeter and Area Angles and 3D Forms

Term 2		
Week	Unit	Topic
15	5	Angles and 3D Forms
16	6a	Algebra the Basics
17	6a-b	Algebra the Basics Substitution
18	6b	Substitution
19	7	Probability +Test
20		
Half term		
21	1-2	Two Way Tables / Frequency Trees
22	3-4	Rounding and Error Intervals Estimations
23	5-6	Use of a Calculator Product of Prime Factors
24	7-8	HCF/LCM Real Life Multiples
25	9-10	Fractions
26	11-12	Ratio +Test

NB it is hoped that some/all groups may progress on the WT scheme faster than programmed which would allow more time on the crossover scheme

Term 3		
Week	Unit	Topic
27	11-12	Ratio
28	13-17	Direct Proportion / Best Buys, Exchange Rates & Recipes Inverse Proportion in Context
29		
30	18-19	Percentages +Test
31	20-21	Interest & Growth Depreciation & Decay
Half term		
33	23-24	Index laws Expand & Simplify
34	25-26	Sequences / Inequalities
35	27-29	Solving Equations
36	30-31	Factorising
37		**End of Year Exams**
38		Assessment Feedback + EOY Activities
39		

Click on a topic for specification and support

Year 10 Timeline Set 1

Term 1		
Week	Unit	Topic
1	46-48	Circles, Arcs and Sectors
2		
3	49-50	Surface Area and Volume
4		
5		
6	37-38	Plans and Elevations and Constructions +Test
7		
Half term		
8	51-52	Sampling and Averages
9	53-54	Averages from Tables
10	55-56	Frequency Diagrams Scatter Graphs
11	58-61	Pie Charts Straight Line Graphs
12		
13	59-61	Straight Line Graphs + Test
14	62	Non-Linear Graphs

Term 2		
Week	Unit	Topic
15	63	Speed, Distance & Time
16	64	Compound Measures
17	65	Real Life Graphs (Distance Time Graphs / Conversion Graphs)
18		
19	68-72	Transformations + Test
20		
Half term		
21	73	Column Vectors
22	74-76	Probability from a Table Probability Trees (Independent Events)
23		
24	77	Venn Diagrams & Set Theory
25	78-79	Simultaneous Equations + Test
26		

NB there is time programmed into Y11 to revisit topics from Y9-10. Teacher judgement to be used if some topics require more/less time than suggested.

Term 3		
Week	Unit	Topic
27	1a-b	Recurring Decimals Negative & Frac Indices
28		
29	1c-d	Product Rule Upper and Lower Bounds
30	1e	Surds + Test
31	2a	Expanding & Factorising
Half term		
32	2b	Changing the Subject
33	2c	Sequences
34	3	Coordinate Geometry
35	4	Surface Area and Volume
36	5	Transformations
37	6	Quadratics +Test
38		Assessment Feedback + EOY Activities
39		

Year 10 Timeline Set 2 & 3

End of term activities:
Term 1: Transforming Shapes Picture Puzzles (trans/rotate)
Term 2: Constructing Robots using Triangles

Term 1		
Week	Unit	Topic
1	3	Charts and Diagrams
2		
3	4	Mensuration and 2D Shapes
4		
5	5	Perimeter and Area + Test
6		
7	5	Angles and 3D Forms
Half term		
8	5	Angles and 3D Forms
9	6a-b	Algebra the Basics Substitution
10	7	Probability
11		
12	3-4	Rounding and Error Intervals Estimations
13	11-12	Ratio + Test
14		

Term 2		
Week	Unit	Topic
15	13-16	Direct Proportion / Best Buys, Exchange Rates & Recipes
16		
17	17	Inverse Proportion in Context
18		
19	18-19	Percentages + Test
20		
Half term		
21	22	Reverse Percentages
22	20-21	Interest & Growth Depreciation & Decay
23	23	Index laws
24	24	Expand & Simplify
25	25	Sequences
26	26	Inequalities + Test

NB it is hoped that some/all groups may progress on the WT scheme faster than programmed which would allow more time on the crossover scheme

Term 3		
Week	Unit	Topic
27	27-29	Solving Equations
28		
29	30-31	Factorising
30	32	Subject of a Formula + Test
31	33-34	Standard Form
Half term		
32	35	Angles in Polygons
33	36	Angles in Parallel Lines
34	37	Plans and Elevations
35	38-39	Constructions Bearings
36	40-41	Pythagoras
37	42-45	Trigonometry + Test
38		Assessment Feedback + EOY Activities
39		

Year 10 Timeline Set 4

End of term activities:
Term 1: Transforming Shapes Picture Puzzles (trans/rotate)
Term 2: Constructing Robots using Triangles

Term 1		
Week	Unit	Topic
1		Introduction Week
2	1a	Integers and Place Value
3	1b	Decimals
4	1c	Indices, Powers and Roots
5	1d	Factors, Multiples and Primes
6	2a	Fractions +Test
7	2b	Percentages
Half term		
8	2c	Fractions Decimals and Percentages
9	3	Charts and Diagrams
10	3	Charts and Diagrams
11	4	Mensuration and 2D Shapes
12	4	Mensuration and 2D Shapes
13	5	Perimeter and Area +Test
14	5	Perimeter and Area Angles and 3D Forms

Term 2		
Week	Unit	Topic
15	5	Angles and 3D Forms
16	6a	Algebra the Basics
17	6a-b	Algebra the Basics Substitution
18	6b	Substitution
19	7	Probability +Test
20	7	Probability
Half term		
21	1-2	Two Way Tables / Frequency Trees
22	3-4	Rounding and Error Intervals Estimations
23	5-6	Use of a Calculator Product of Prime Factors
24	7-8	HCF/LCM Real Life Multiples
25	9-10	Fractions
26	11-12	Ratio +Test

NB it is hoped that some/all groups may progress on the WT scheme faster than programmed which would allow more time on the crossover scheme

Term 3		
Week	Unit	Topic
27	11-12	Ratio
28	13-17	Direct Proportion / Best Buys, Exchange Rates & Recipes Inverse Proportion in Context
29		
30	18-19	Percentages +Test
31	20-21	Interest & Growth Depreciation & Decay
Half term		
33	23-24	Index laws Expand & Simplify
34	25-26	Sequences / Inequalities
35	27-29	Solving Equations
36	30-31	Factorising
37	32	Subject of a Formula + Test
38		Assessment Feedback + EOY Activities
39		

Click on a topic for specification and support

Year 11 Timeline Set 1

Term 1		
Week	Unit	Topic
1	20	Vector Proof
2		
3	11a-b	Transformation of Graphs & Trigonometric Functions Further trigonometry
4		
5		
6	12c	Histograms
7	13a	Graphs of Quadratics, Cubics and Circles
Half term		
8	13a	Graphs of Quadratics, Cubics and Circles
9	13b	Gradient of a Curve Area Under a Graph
10		
11	14	Circle Geometry (Tangents)
12		**Revision + Mock Assessment**
13		
14		

Term 2		
Week	Unit	Topic
15	15	Circle Theorems
16		
17	16	Algebraic Fractions
18		
19	17	Functions
20		
Half term		
21	19	Congruence & Geometric Proof
22	18	Algebraic Proof
23		
24		**Revision + Mock Assessment**
25		
26		

Note: This SoW is subject to change throughout the year as a result of mock exams.

Term 3		
Week	Unit	Topic
27		Revision + Gap closing
28		Revision + Gap closing
29		Revision + Gap closing
30		Revision + Gap closing
31		Revision + Gap closing
Half term		
32		Revision + Gap closing

Mock Dates

Dates

Exam Dates

Paper 1: May
Paper 2: June
Paper 3: June

Year 11 Timeline Set 2 & 3

Term 1		
Week	Unit	Topic
1	4	Mensuration and 2D Shapes
2		
3	2c	Fractions Decimals and Percentages
4	3	Charts and Diagrams
5		
6	5	Perimeter and Area Angles and 3D Forms
7		
Half term		
8	11-12	Ratio
9	13-17	Direct Proportion / Best Buys, Exchange Rates & Recipes
10		Inverse Proportion in Context
11	20-21	Interest & Growth Depreciation & Decay
12		**Revision + Mock Assessment**
13		
14		

Term 2		
Week	Unit	Topic
15	23-24	Index laws Expand & Simplify
16	25-29	Sequences / Inequalities Solving Equations
17	40-45	Pythagoras and Trigonometry
18	39	Bearings
19	51-54	Sampling/ Averages Averages from Tables
20	55-56	Frequency Diagrams Scatter Graphs
Half term		
21	58-61	Pie Charts Straight Line Graphs
22	62	Non-Linear Graphs
23	29	Forming & Solving Equations
24		**Revision + Mock Assessment**
25		
26		

Term 3		
Week	Unit	Topic
27	78-79	Simultaneous Equations
28	66-67	Similarity 2D & Congruence
29	73	Column Vectors
30		Revision + Gap closing
31		Revision + Gap closing
Half term		
32		Revision + Gap closing

Note: This SoW is subject to change throughout the year as a result of mock exams.

Mock Dates

Dates

Exam Dates

Paper 1: May
Paper 2: June
Paper 3: June

Year 11 Timeline Set 4

Term 1		
Week	Unit	Topic
1	4	Mensuration and 2D Shapes
2		
3	2c	Fractions Decimals and Percentages
4	3	Charts and Diagrams
5		
6	5	Perimeter and Area Angles and 3D Forms
7		
Half term		
8	11-12	Ratio
9	13-17	Direct Proportion / Best Buys, Exchange Rates & Recipes Inverse Proportion in Context
10		
11	20-21	Interest & Growth Depreciation & Decay
12		**Revision + Mock Assessment**
13		
14		

Term 2		
Week	Unit	Topic
15	23-24	Index laws Expand & Simplify
16	25-29	Sequences / Inequalities Solving Equations
17	40-45	Pythagoras and Trigonometry
18	39	Bearings
19	51-54	Sampling/ Averages Averages from Tables
20	55-56	Frequency Diagrams Scatter Graphs
Half term		
21	58-61	Pie Charts Straight Line Graphs
22	62	Non-Linear Graphs
23	29	Forming & Solving Equations
24		**Revision + Mock Assessment**
25		
26		

Term 3		
Week	Unit	Topic
27	78-79	Simultaneous Equations
28	66-67	Similarity 2D & Congruence
29	73	Column Vectors
30		Revision + Gap closing
31		Revision + Gap closing
Half term		
32		Revision + Gap closing

Note: This SoW is subject to change throughout the year as a result of mock exams.

Mock Dates

Dates

Exam Dates

Paper 1: May
Paper 2: June
Paper 3: June

Subject on a page – Music

What is our curriculum vision?

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

How are students assessed?

Pupils will be assessed at the end of each half term or at the end of the project in the case of Year 9. They will be given written feedback using marking with symbols in line with whole school and Creative faculty policy.

How will students develop personally?

Studying music not only allows the creation and investigation of musical culture, its composition and practice throughout history, but also prepares the young learners to explore their talent and manage their own creations. It equips young learners with a knowledge and appreciation of other cultures and traditions. Performing music gives students the opportunity to work collaboratively with their peers and will give them confidence and develop their self-worth so they can leave school as more rounded self-assured young people.

Where can this subject lead to at 16/18 years old and into the future?

Music could lead to various job possibilities in the tech field. Here are some jobs you might be able to get:

- Music producer.
- Music therapist.
- Musician.
- Private music teacher.
- Secondary school teacher.
- Sound designer.
- Sound engineer.
- Sound technician, broadcasting/film/video.

Music – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7: KS3	Keyboard skills and the elements of music Right hand Keyboard performance	Keyboard skills and the elements of music 2 Hands keyboard performance	Rhythm and Pulse Underground Rhythms Composition	Form and Structure Rondo composition	The Garageband Orchestra String and Woodwind pieces recorded on Ipad	The Garageband Orchestra Brass and Percussion Fanfare composition
Yr8: KS3	Rock School Keyboard Skills Keyboard Performance	Music Connections (Chinese/ Blues) Improvisations	Music Connections (Indian/ Samba) Improvisations	Film Music Leitmotifs Character Leitmotif composition	Film Music Leitmotifs Character Leitm otif composition	Rock School Keyboard Skills Keyboard Performance
Yr9: KS3	**9 Week Project:** Shivers, Reggae, Nasheeds					

Subject on a page – Physical Education

What is our curriculum vision?

At Waverley school we aim to provide high quality inclusive physical education in a vibrant and enjoyable environment. At key stage 3 we ensure that every pupil has access to a well-balanced programme of activities inside and outside of the curriculum.

At key stage 4 opportunities are provided for students to get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Students are encouraged to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

How are students assessed?

At key stage 3 students will be assessed at the end of each half term on the activity that they have been studying. Assessments will consider students physical, emotional and social development within the activity they have studied.

At key stage 4 students are not formally assessed, however the focus will be to use physical activity as a vehicle to develop, physically, mentally and socially, and to encourage students to participate further in physical activity beyond the school day.

How will students develop personally?

Being active will support students to improve their strength, balance, movement and motor skills, as well as helping to improve their immune system and heart health.

Physical Education will help develop emotional health as it will encourage students to become more independent and resilient. Being physically active will also help to improve students happiness and relieve stress.

Social health will develop as students will enhance their communication skills, problem solving and teamwork because of the activities offered in the curriculum and through enrichment opportunities provided.

Specifications

KS4 specification name: OCR Cambridge Nationals - Sport Studies Level 1/Level 2 – J829

Where can this subject lead to at 16/18 years old and into the future?

- Sports related courses at level 3 (vocational or A-Level)
- Sports related apprenticeship

Careers in:

- Sports Science
- Diet and Nutrition
- Personal Training
- Sports Coaching
- PE Teaching
- Sports Media
- Physiotherapy
- Sport Business Management

Physical Education – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7: KS3	Introduction to PE at Waverley School. Develop basic knowledge and skills in: - Invasion sports - Net/racket sports	Develop basic knowledge and skills in: - Invasion sports - Net/racket sports	Develop basic knowledge and skills in: - Invasion sports - Net/racket sports	Develop basic knowledge and skills in: - Invasion sports - Net/racket sports	Develop basic knowledge and skills in: - Athletics events - Striking and Fielding	Develop basic knowledge and skills in: - Athletics events - Striking and Fielding
Yr8: KS3	Embed knowledge and skills in: - Invasion sports - Net/racket sports	Embed knowledge and skills in sports such as: - Invasion sports - Net/racket sports	Embed knowledge and skills in sports such as: - Invasion sports - Net/racket sports	Embed knowledge and skills in sports such as: - Invasion sports - Net/racket sports	Embed knowledge and skills in sports such as: - Athletics events - Striking and Fielding	Embed knowledge and skills in sports such as: - Athletics events - Striking and Fielding
Yr9: KS3	Enhance and refine skills understanding of tactical and technical principles in: - Invasion sports - Net/racket sports	Enhance and refine skills understanding of tactical and technical principles in: - Invasion sports - Net/racket sports	Enhance and refine skills understanding of tactical and technical principles in: - Invasion sports - Net/racket sports	Enhance and refine skills understanding of tactical and technical principles in: - Invasion sports - Net/racket sports	Enhance and refine skills understanding of tactical and technical principles in: - Athletics events - Striking and Fielding	Enhance and refine skills understanding of tactical and technical principles in: - Athletics events - Striking and Fielding
Yr10: KS4	Develop advanced skills and in depth tactical and technical understanding in sports such as: - Invasion sports - Net/racket sports	Develop advanced skills and in depth tactical and technical understanding in sports such as: - Invasion sports - Net/racket sports	Develop advanced skills and in depth tactical and technical understanding in sports such as: - Invasion sports - Net/racket sports	Develop advanced skills and in depth tactical and technical understanding in sports such as: - Invasion sports - Net/racket sports	Half termly activity to develop knowledge of performance, develop habits for a healthy active lifestyle and focus on their physical and mental wellbeing	Half termly activity to develop knowledge of performance, develop habits for a healthy active lifestyle and focus on their physical and mental wellbeing
Yr11: KS4	Half termly activity to develop knowledge of performance, develop habits for a healthy active lifestyle and focus on their physical and mental wellbeing	Half termly activity to develop knowledge of performance, develop habits for a healthy active lifestyle and focus on their physical and mental wellbeing	Half termly activity to develop knowledge of performance, develop habits for a healthy active lifestyle and focus on their physical and mental wellbeing	Half termly activity to develop knowledge of performance, develop habits for a healthy active lifestyle and focus on their physical and mental wellbeing	Half termly activity to develop knowledge of performance, develop habits for a healthy active lifestyle and focus on their physical and mental wellbeing	Half termly activity to develop knowledge of performance, develop habits for a healthy active lifestyle and focus on their physical and mental wellbeing

Subject on a page – Psychology

What is our curriculum vision?
At Waverley School, our vision for the A Level Psychology curriculum is to create a rich, engaging, and challenging educational experience that nurtures knowledgeable, critical, and ethical thinkers who can apply psychological principles to improve individual and societal well-being. This curriculum will prepare students for advanced study and careers in psychology and related disciplines, fostering a lifelong passion for understanding human behaviour.

How are students assessed?
All KS5 Psychology students are formally assessed with termly tests, essay assessments and end – of - unit assessments for each topic. Within lessons, students are assessed through informal assessments such as lo interactive quizzes, peer - assessments and self-assessments. Students sit full exam - style mock examination papers in Year 12 and Year 13 to demonstrate overall student progression and understanding of the topics.

How will students develop personally?
In A Level Psychology, students will develop personally by gaining self-awareness and emotional intelligence, improving critical thinking and problem-solving skills, and enhancing their communication and interpersonal abilities. They will cultivate ethical understanding and cultural sensitivity, learn to conduct and analyse research independently, and develop strong organisational and time management skills. This holistic development prepares students for both academic success and personal growth.

KS5 specification name : AQA Psychology

Where can this subject lead to at 16/18 years old and into the future?

A-level Psychology helps students develop a range of transferrable skills such as; analytical and critical thinking to evaluate theories and evidence, research skills for designing and conducting experiments, analysing data, communication skills to write reports and present findings. Additionally, students will be able to understand Human Behaviour, which is valuable for any profession dealing with people. A-level Psychology can open a wide array of academic and career paths for our sixth form students. At university, students have a natural progression to pursue a degree in Psychology, Sociology, Criminology, Neuroscience etc. This can open them up to a range of career paths such as Clinical Psychology, Human Resources, Occupational Psychology.

Psychology– what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr12: KS5	Approaches/Research Methods	Approaches/Research Methods	Social Influence/Attachments/Research Methods	Memory/Attachments/Research Methods	Psychopathology/Research methods	Biopsychology/Research Methods
Yr13: KS5	Issues and Debates	Aggression	Schizophrenia	Relationships	Revision	

Subject on a page – Religious Education

What is our curriculum vision?

At Waverley School, our curriculum vision is to foster British values and tolerance among all pupils. It aims to broaden pupils' understanding of the wider world, encompassing spiritual, moral, social, and cultural (SMSC) practices. This approach supports the school's core values of Humanity, Equality, Aspiration, and Respect (HEAR).

How are students assessed?

Pupils will engage in knowledge quizzes and termly assessments to evaluate their understanding of key terms, concepts, and skills. Oral assessments through classroom discussions will also be conducted to build students' confidence. As pupils advance to Key Stages 4 and 5, exam questions and full mock papers will be utilised to gauge their performance. However, our primary focus remains on continuous in-class assessments, primarily through questioning and live marking.

How will students develop personally?

Pupils will have the opportunity to explore diverse cultures, faiths, and ways of living. They will develop empathy by examining various qualities from different faiths and cultures. Additionally, pupils will have the chance to consider perspectives different from their own on various aspects of life, fostering a deeper understanding of others.

Specifications
KS4 specification name: AQA
KS5 specification name: EDUQAS

Where can this subject lead to at 16/18 years old and into the future?

At KS5, pupils engage in three subjects within Religious Education (RE): Philosophy, Ethics, and Islam. Through these subjects, they explore the reasons behind people's thoughts and the factors influencing their life choices. This comprehensive approach helps students develop a deeper understanding of diverse perspectives and the complexities of human decision-making.

Jobs where your degree would be useful include:

- Advice Worker
- Archivist
- Charity Officer
- Civil Service Administrator
- Community Development Worker
- Diplomatic Service Officer
- Equality, Diversity And Inclusion Officer
- International Aid/Development Worker
- Mediator
- Newspaper Journalist
- Policy Officer
- Politician's Assistant
- Solicitor
- Youth Worker
- Teacher

Religious Education – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7: KS3	Belief in God	RE in Birmingham	Human Rights	Hinduism	Buddhism	Sikhism
Yr8: KS3	War, Peace and Conflict/ Bloody Religion	Environmental Ethics/ Life of Moses	Life of Jesus/ Medical Ethics	Life of Muhammed/ Medical Ethics 2	Ultimate Questions/ Problem of Evil	Social Justice/ Other World Faiths
Yr9: KS3	Islam beliefs	Islam beliefs/practise	Islam practise	Christian beliefs	Christian beliefs/practises	Christian practises
Yr10: KS4	Religion and life	Religion and life/ crime and punishment	Crime and punishment	Relationships and families	Relationships and families/ peace and conflict	Peace and conflict
Yr11: KS4	Thematic studies	Thematic studies	Revision	Revision	Revision	N/A
Yr12: KS5	Islam - Philosophy Ethics	Islam – Philosophy Ethics	Islam – Philosophy Ethics	Islam – Philosophy Ethics	Islam –Philosophy Ethics	Islam – Philosophy Ethics
Yr13: KS5	Islam – Philosophy Ethics	Islam– Philosophy Ethics	Islam–Philosophy Ethics	Islam - Revision Philosophy Ethics	Islam - Revision Philosophy Ethics	N/A

Subject on a page – Science (Biology)

What is our curriculum vision?
In our school, the Biology curriculum is designed to nurture a holistic understanding of life sciences, fostering curiosity, critical thinking, and a sense of responsibility towards the environment and humanity. Through engaging experiences, personalized learning, and real-world applications, we aim to empower our students to become ethical, informed decision-makers, equipped to address global challenges and make meaningful contributions to society.

How are students assessed?
In Biology, students are assessed through both formative and summative evaluations. Formative assessments like quizzes, homework, discussions, and lab activities provide ongoing feedback for students and teachers, aiding in adjustments to instruction. Summative assessments, including exams and practical evaluations, measure overall achievement at the end of units or topics, evaluating mastery of content knowledge and critical thinking skills across various contexts. This dual approach ensures a comprehensive evaluation of student learning, supporting continual growth and attainment of learning objectives in Biology.

How will students develop personally?
In Biology, students embark on a journey of personal development, where they cultivate curiosity, critical thinking, and empathy. Through exploring the intricacies of life and the natural world, they gain a deeper understanding of themselves and their surroundings. By grappling with ethical dilemmas and considering the implications of scientific advancements, students foster ethical awareness and resilience. Additionally, studying biology provides insights into personal health and well-being, promoting self-awareness and empowering students to make informed decisions. Overall, biology serves as a catalyst for personal growth, nurturing students into compassionate, knowledgeable, and responsible individuals.

Specifications
KS4 specification name:
Edexcel GCSE Science (9-1)

KS5 specification name (if applicable):
AQA A-level Biology

Where can this subject lead to at 16/18 years old and into the future?

Studying A-level Biology offers numerous benefits. It provides a solid foundation for further education, leading to degrees in diverse fields such as medicine, genetics, and ecology. A-level Biology fosters critical thinking, problem-solving, and analytical skills, which are invaluable in both academia and the workplace. It also nurtures a deeper understanding of the natural world and encourages ethical considerations in areas like healthcare and environmental conservation. A-level Biology equips students with the knowledge and skills needed to tackle real-world challenges and make informed decisions, making it a rewarding and advantageous subject to study.

Subject on a page – Science (Chemistry)

What is our curriculum vision?
Our Chemistry curriculum at our school is crafted to spark a fascination with the fundamental building blocks of matter and their interactions. Through hands-on experimentation, collaborative inquiry, and the exploration of real-world applications, we inspire our students to become analytical thinkers, problem solvers, and innovators. Our vision is to cultivate a deep understanding of chemical principles, ethical responsibility, and a passion for scientific discovery, preparing our students to thrive in an ever-evolving world.

How are students assessed?
In Chemistry, students undergo a comprehensive assessment comprising formative and summative evaluations. Formative assessments, such as quizzes, homework assignments, class discussions, and laboratory activities, offer ongoing feedback to monitor students' progress and understanding. These assessments enable timely adjustments in instruction to address areas needing further attention. Summative assessments, including exams and practical evaluations, are employed to evaluate overall achievement at the conclusion of units or topics. They assess mastery of content knowledge, critical thinking skills, and the application of chemical concepts across various contexts. This balanced approach ensures a thorough evaluation of student learning, fostering continual growth and achievement of learning objectives in chemistry.

How will students develop personally?
In Chemistry, students undergo personal growth through hands-on experimentation, critical analysis, and ethical reflection. Exploring matter and its interactions nurtures problem-solving skills, curiosity, and resilience. By delving into the molecular realm, students gain insights into the natural world and their roles as responsible global citizens. Chemistry becomes a transformative journey, shaping students into informed, analytical thinkers ready to address real-world challenges with ingenuity and integrity.

Specifications
KS4 specification name:
Edexcel GCSE Science (9-1)

KS5 specification name (if applicable):
AQA A-level, Chemistry,

Where can this subject lead to at 16/18 years old and into the future?

Studying A-level Chemistry offers a wealth of opportunities and rewards. It serves as a gateway to further education, paving the way for degrees in fields such as pharmaceuticals, materials science, and chemical engineering. A-level Chemistry cultivates critical thinking, problem-solving, and experimental skills, preparing students for a range of academic and professional pursuits. Beyond academic benefits, it instills a profound appreciation for the beauty and complexity of the chemical world, fostering curiosity and wonder. With its relevance to industries ranging from healthcare to renewable energy, A-level Chemistry equips students with the tools to address pressing global challenges and make meaningful contributions to society.

Subject on a page – Science (Physics)

What is our curriculum vision?

In our school, the Physics curriculum is designed to unravel the mysteries of the universe and empower students with the tools to understand and manipulate the forces shaping our world. Through inquiry-based learning, hands-on experimentation, and the exploration of cutting-edge concepts, we foster critical thinking, problem-solving skills, and a passion for discovery. Our vision is to cultivate a community of curious minds who not only comprehend the laws governing nature but also apply them creatively to address complex challenges and drive innovation forward.

How are students assessed?

In Physics, students are assessed through a blend of formative and summative evaluations. Formative assessments, such as quizzes, problem sets, class discussions, and laboratory activities, provide ongoing feedback to monitor students' progress and comprehension. These assessments facilitate adjustments in instruction to address any areas requiring further attention. Summative assessments, including exams and practical assessments, are utilised to gauge overall achievement at the culmination of units or topics. They evaluate mastery of content knowledge, problem-solving abilities, and the application of physical principles in various scenarios. This holistic approach ensures a comprehensive evaluation of student learning, supporting continuous growth and attainment of learning objectives in physics.

How will students develop personally?

In Physics, students grow personally as they explore the fundamental laws of the universe and their real-world applications. Through experiments and problem-solving, they develop critical thinking skills and a deeper understanding of the world. Physics sparks curiosity and ethical reflection, encouraging students to consider their roles in science and society. By delving into these principles, students gain insights and resilience, preparing them to tackle scientific challenges with creativity and integrity.

Specifications

KS4 specification name:

Edexcel GCSE Science (9-1)

KS5 specification name (if applicable):

AQA A-level Physics

Where can this subject lead to at 16/18 years old and into the future?

Studying A-level Physics is an exhilarating journey of discovery and empowerment. It serves as a gateway to a multitude of exciting career paths, from astrophysics to engineering, and everything in between. A-level Physics is not just about equations and theories; it's about unravelling the mysteries of the universe and understanding the fundamental forces that govern it. It cultivates critical thinking, problem-solving, and analytical skills, empowering students to tackle complex challenges with confidence and creativity. Beyond its academic merits, A-level Physics inspires a sense of awe and wonder, igniting curiosity and passion for exploration. Whether delving into quantum mechanics or exploring the cosmos, A-level Physics equips students with the tools to navigate the complexities of our world and shape the future through innovation and discovery.

Science – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7: KS3	Induction B1 cells C1 Particles and Their Behaviour	P1 Forces B2 Structure and Function of Body Systems C2 Elements, Atoms and Compounds	P4 Space B3 Reproduction	C4 Acids and Alkalis C3 Reactions P3 Light	P2 Sound Revision Practical Skills	End of Year Tests Practical Catch-Up
Yr8: KS3	B2 Ecosystems Processes C1 The Periodic Table	P1 Electricity and Magnetism B1 Health and Lifestyle	C2 Separation Techniques P2 Energy	B3 Adaptation and Inheritance C3 Metals and Acids	P3 Motion and Pressure C4 The Earth	Revision and End of Year Tests Practical Catch-Up
Yr9: KS3	C3 Atomic Structure C4 The Periodic Table P1 Motion P2 Forces and Motion	B1 Key Concepts in Biology C1 + C2 States of Matter & Methods of Separating and Purifying Substances B5 Health, Disease and the Development of Medicines	P3 Conservation of Energy P4 Waves P5 Light and the Electromagnetic Spectrum	C9 Calculations Involving Masses B2 Cells and Controls B3 Genetics C5 Ionic Bonding	C6 Covalent Bonding C7 Types of Substance P7 + P8 Energy; Forces Doing Work; Forces and Their Effect	Revision End of Year Exams Practical Catch-Up

Science – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr10: KS4 Combined	P9 Electricity and Circuits B4 Natural selection and Genetic Modification	B6 Plant Structure s and Their Functions C8 Acids and Alkalis	P6 Radioactivity B7 Animal Coordination, Conrol and Homeostasis	C16+C17 Fuels, Earth and Atmospheric Science P10+P11 Magnetism & the motor effect P12 Particle Model	P13 Forces and Matter C13 Groups in the Periodic Table C14 Rates of Reaction	C15 Heat Energy Changes in chemical B8 Exchange and Transport in Animals End of Year Exam
Yr10: KS4 Triple Biology	B6 Plant structures and Their functions	B7 Animal Cordination, control and Homeostasis	B8 Exchange and Transport in Animals	B9 Ecosystem and Material Cycle	B1 Key Concepts in Biology	B2 Cells and Control End of Year Exam
Yr10: KS4 Triple Chemistry	C10 + C11 + C12 + C13 Electrolytic Processes; Obtaining and Using Metals; Metals and Reversible Reactions and Equilibria; Transition Metals, Alloys and Corrosion	C14 + C15 + C16 Qualitative Analysis; Dynamic Equilibria, Calulations Involving Volume of Gases; Chemical Cells and Fuel Cells	C22 + C23 + C24 Hydrocarbons; Alcohols and Carboxylic Acids; Polymers	C25 + C26 Qualitative Analysis: Test for Ions; Bulk Surface Properties of Matter Including Nanoparticles	C8 Acids and Alkalis	C20 + C21 Fuels, Earth & Atmospheric Science End of Year Exam
Yr10: KS4 Triple Physics	P8 + P9 Energy: Forces Doing Work; Forces and their Effect P10 + P11 Electricity and Circuits; Static Electricity	P12 + P13 Magnetism and the Motor Effect; Electromagnetic Induction	P14 + P15 Particle Model; Forces and Matter	P1 Motion	P2 Forces and Motion	P3 Conservation of Energies End of Year Exam

Science – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr11: KS4 Combined	C13 + C14 + C15 Groups in the Periodic Table; Rates of Reaction; Heat Energy Changes in Chemical Reactions B8 Exchange and Transport in Animals P10 + P11 Magnetism and the Motor Effect; Electromagnetic Induction C10 + C11 + C12 Electrolytic Processses; Obtaining and Using Metals; Reversible Reactions and Equilibria	B9 Ecosystem and Materials Cycle P12 + P13 Particle Model; Forces and Matter C8 Acids and Alkalis Mock Exam	P7 + P8 Energy: Forces Doing Work; Forces and their Effect C1 + C2 States of Matter; Methods of Separating and Purifying Substances P1 Motion P2 Forces and Motion P3 + P4 Conservation of Energy; Waves P5 Light and the Electromagnetic Spectrum	B1 Key Concepts in Biology B2 Cells and Control Mock Exam	B3 Genetics B5 Health, Disease and the Development of Medicines	GCSE Exam
Yr11: KS4 Triple Biology	B1 Key Concepts in Biology B2 Cells & Control	B3 Genetics Mock Exam	B4 Natural Selection & Genetic Modification B5 Health, Disease & the Development of Medicines B6 Plant Strutures and Their Functions	B7 Animal Coordination, Control and Homeostasis B8 Exchange and Transport in Animals Mock Exam	B9 Ecosystem and Materials Cycle	GCSE Exam

Science – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr11: KS4 Triple Chemistry	C8 Acids and Alkalis C9 Calulations Involving Masses	C1 + C2 States of Matter; Methods of Separating and Purifying Substances C5, C6, C7 Ionic Bonding; Covalent bonding; Types of Substance Mock Exam	C20 + C21 Fuels; Earth and Atmospheric Science C17 + C 18 + C19 Groups in the Periodic Table; Rates of Reaction; Heat Energy Changes in Chemical Reactions	C10 + C11 + C12 + C13 Electrolytic Processes; Obtaining and Using Metals; Reversible Reactions and Equilibria; Transition Metals, Alloys and Corrosion C14 + C15 + C16 Qualitative Analysis; Dynamic Equilibria, Calulations Involving Volume of Gases; Chemical Cells & Fuel Cells Mock Exam	C22 + C23 + C24 Hydrocarbons; Alcohols and Carboxylic Acids; Polymers C25 + C26 Qualitative Analysis: Test for Ions; Bulk Surface Properties of Matter Including Nanoparticles	GCSE Exam
Yr11: KS4 Triple Physics	P1 Motion P2 Forces and Motion P3 Conservation of Energies	P4 Waves P5 Light and the Electromagnetic Spectrum Mock Exam	P6 Radioactivity P7 Astronomy	P8 + P9 Energy: Forces Doing Work; Forces and their Effect P10 + P11 Electricity and Circuits; Static Electricity Mock Exam	P12 + P13 Magnetism and the Motor Effect; Electromagnetic Induction P14 + P 15 Particle Model; Forces and Matter	GCSE Exam

Science KS5 – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr12: KS5 Biology	**Section 1 Biological molecules**	**Section 2 – Cells**	**Section 3 – Organism exchange substance with their environment**	**Section 4 – Genetic information, variation and relationships between organism**	**Section 4 – Genetic information, variation and relationships between organism**	End of Year Tests Practical Catch-Up
Yr13: KS5 Biology	Section 5 – Energy transfer in and between organisms. Section 7- Genetic, population, Chapter 17 – Inherited change	Section 8 – The control of gene expression: Chapter 20 – Gene expression Mock Exam	Section 6 – Organism response to changes: Responds to Stimuli (Ch6 - 14.1-14.5) Section 8 – Organism response to changes: Nerves, Coordination and Muscles (Ch6 - 15.1-15.8)	Section 6 – Organism response to changes: Nerves, Coordination and Muscles (Ch6 - 15.1-15.8) Mock Exam	Section 7 – Mass Transport	Practical Catch-Up Exam

Science KS5 – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr12: KS5 Chemistry	Recap GCSE Triple Chemistry Suitability test Atomic Structure Amount of Substance Bonding	Kinetics Energetics Equilibria Required Prac 1	Energetics Redox Periodicity Required Prac 2 Required Prac 3	Equilibria Intro to Organic Chemistry Alkanes Required Prac 4	Halogenoalkanes Organic Analysis Alkenes Required Prac 5 Reuired Prac 6	Alcohols Organic Analysis End of Year Exam Practicals
Yr13: KS5 Chemistry	Thermodynamics Kinetics Kp Required Prac 7	Electrode potentials Acids, bases and buffers Required Prac 8 Mock Exam	Nomenclature and Isomerism Carbonyl Chemistry Aromatic Chemistry Required Prac 9	Amines Polymerisation Amino Acids, proteins and DNA Organic Analysis Periodicity Required Prac 10 Required Prac 11 Mock Exam	Chromatography Transition Metals Reactions of Inorganic Compounds in Aqueous Solutions Required Prac 12	Practicals Exam

Subject on a page – Sociology

What is our curriculum vision?
At Waverley School, the curriculum vision for sociology aims to empower students with a deep understanding of social structures, hierarchies, and the impact of larger forces on individuals and groups. It encourages critical thinking, reflection, and engagement with diverse perspectives. Through sociology, students gain the skills needed to navigate our interconnected world and contribute meaningfully to society.

How are students assessed?
Students in GCSE and A Level Sociology are assessed through a combination of written examinations and coursework, depending on the specific exam board. For GCSE Sociology, students typically take two written exams that test their understanding of sociological theories, concepts, research methods, and key topics such as family, education, crime, and deviance. A Level Sociology assessments also primarily consist of written exams, usually divided into three papers covering various topics and theoretical perspectives, as well as research methods and their application. These exams require students to demonstrate critical thinking, analytical skills, and the ability to construct well-argued essays, often supported by sociological evidence and studies.

How will students develop personally?
In the sociology curriculum, students will develop personally by gaining a deeper understanding of societal structures, cultural norms, and human behaviour. They'll learn to critically analyse complex issues, appreciate diversity, and empathize with different perspectives. Through discussions, research, and self-reflection, students will enhance their communication skills, ethical awareness, and ability to engage constructively in a globalized world.

Specifications
KS4 specification name:
AQA GCSE Sociology 9 –1

KS5 specification name:
AQA A Level Sociology

Where can this subject lead to at 16/18 years old and into the future?
A Sociology qualification opens diverse pathways for 16-18-year-olds and beyond. Early on, it can lead to roles in education, fundraising, or human resources. Looking ahead, sociology graduates find opportunities in government, community programs, non-profits, and social research. The adaptable skills acquired; critical thinking, analysis, and communication, also complement fields like law, medicine, and finance

Sociology – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr10: KS4	Research Methods and Sociological approaches	Research Methods and sociological approaches	Families	Families	Education	Education
Yr11: KS4	Crime and Deviance	Crime and Deviance	Social Stratification	Social Stratification		
Yr12: KS5	Education Families Research Methods	Education Families Research Methods	Education Families Research Methods	Education Families Research Methods	Education Families Research Methods	Education Families Research Methods
Yr13: KS5	Research Methods Crime and Deviance	Research Methods Crime and Deviance	Research Methods Beliefs	Research Methods Beliefs	Revision and exam practice	

Subject on a page – Textiles

What is our curriculum vision?
Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how the creative arts both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

How are students assessed?
Students will be assessed over a two-year course by creating a portfolio of work which will count as 60 % of their GCSE. They will then plan for their 10-hour exam in which they will present their ideas and investigations. The exam is worth 40% of their total GCSE mark.

How will students develop personally?
Textiles gives meaning to our lives and helps us understand the world we live in. It is an essential part of our culture because it allows us to have a deeper understanding of our emotions; it increases our self-awareness, and also allows us to be open to new ideas and experiences.Textile holds a rich cultural and historical significance that spans across centuries and civilisations. It has played a pivotal role in preserving cultural heritage, telling stories, recording history, and expressing identity.

Specification

KS4 specification name: GCSE ART and Design - Textile Design J174

Where can this subject lead to at 16/18 years old and into the future?

Art Textiles could lead to various job possibilities in the tech field. Here are some jobs you might be able to get:

- Textile Chemist
- Textile Researcher
- Dyeing Technician
- Weaving Technician
- Textile Machinery Technician
- Fabric Quality Controller
- Print Designer
- Garment Technologist
- Hand Embroidery
- Machine Embroidery
- Spinning Mill Operator
- Fashion Designer/Interior Designer
- Textile Engineer
- Merchandiser
- Pattern Maker

Textiles – what do students study?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr8: KS3	Make: Day of the Dead Hanging Decoration					
Yr9: KS3	**9-Week Rotation** Make: Fabric Applique Wreath					
Yr10: KS4	Sweet Treats Experimenting with the sewing machine	Sweet Treats Making connections and experimenting with materials	Sweet Treats Making connections and experimenting with materials	Sweet Treats Making connections and experimenting with materials	Sweet Treats Making connections and experimenting with materials	Sweet Treats Observing and recording ideas
Yr11: KS4	Sweet Treats Presenting final ideas and realising intentions	Exam Prep Recording and developing ideas	Exam prep Making connections and experimenting with ideas	Exam Presenting final ideas and realising intentions		