



HALL MEAD
SCHOOL

KEY
STAGE
4



CURRICULUM YEARBOOK

SEVENTH CON

Introducing Key Stage 4

Pastoral Information

Maths

English

Science

Spanish

Computer Science

Geography

History

Religious Studies

Business Studies

Media Studies

Film Studies

Drama

Music

Design and Technology

Construction

Food Technology

Art

Child Development

Core RE and PSCH

Release Your Inner Drive

In year 10, the penultimate year at Hall Mead School, our students embark on their journey to GCSE success and start to consider life beyond the academy. Our pastoral programme is designed to motivate and inspire students to succeed. In particular, the year 10 pastoral support develops students' confidence, awareness of themselves and the world around them, time management and leadership skills.

YEAR 10

YEAR 11

Rev It Up

In year 11, our students consolidate their learning across Key Stage 4 and prepare for life beyond Hall Mead School. To support our students at this pivotal time, our slogan is 'Rev It Up' and our pastoral programme is designed to equip students with the personal and academic skills needed to reach their full potential. In particular, the year 11 pastoral support develops students' revision techniques, helps prepare them for the pre-public and GCSE examinations and provides them with support and guidance when making their choices.

Support for future learning

Throughout Key Stage 4, we support students in exploring their post-16 options and the world of work. During Year 10 or 11 all students will receive a one-to-one careers meeting with our careers advisor, Kirsten Witchalls, kwithchalls@elatschools.co.uk. CEIAG (Career Education, Information, Advice & Guidance) is also delivered in a variety of other ways, including assemblies, general careers input in PSICHE lessons, subject specific careers information in core and option subjects, presentations from local post-16 course providers or employers and talks from outside speakers such as Speakers for Schools. Students can also register for individual opportunities through Speakers for Schools by registering using this link, [Experience Students > Take Part \(s4snextgen.org\)](#). Speakers for Schools have produced an app to support self-led discovery of educational, career and personal development in a safe environment, which can be found at [Youth Card - Live Your Best Life](#).

This support continues with further one-to-one careers meetings, if requested. This allows students to review, deepen or change their initial choices and gain specialist advice. We offer College and Sixth Form Taster Days and further broaden our students' exposure to workplace experiences. We seek to ensure Key Stage 4 students are 'life ready', independent learners and creative thinkers by the time they leave Hall Mead and provide a range of opportunities to develop these attributes and skills.



PASTORAL CARE

The pastoral team at Hall Mead School prides itself on disciplining the students in our care with dignity and kindness.

We are dedicated to inspiring our students to be well-behaved, self-disciplined, kind, respectful and motivated young people so that they become well-rounded citizens who make a positive contribution to society.

We are a caring, nurturing, proactive, supportive team devoted to enhancing the emotional wellbeing, resilience and development of the young people in our care; we believe that every individual in our community is part of our family for life.

We take our job seriously; recognising the importance we play in the lives of our students as we prepare and guide them throughout their school journey and their lives beyond school.

Our Pastoral Values

Discipline with Dignity	
1	There is no quick fix to establishing outstanding behaviour
2	Do things which are effective/impactive
3	Be fair and consistent, but consider an individual student's needs - do not treat every student the same
4	Rules must make sense
5	Model what you expect
6	Provide the opportunity for students to take responsibility
7	Confront misbehaviour with dignity and authority
8	Be persistent when setting sanctions
9	Be willing to discuss issues surrounding misbehaviour
10	Strive to get the decisions about student discipline and behaviour correct





Curriculum overview

Now that students have the 'firm foundations' in place from Key Stage 3 and have developed as confident, fluent and flexible thinkers, we aim for all students to be challenged to work at greater depth, to master and to connect at Key Stage 4. We aim to develop mathematicians who are secure in their mathematical knowledge and use alternative representations to solve more complex contexts and problems, who focus on deep understanding and reasoning and who can interconnect their knowledge across mathematical strands noticing, linking and solving.

In Key Stage 4 mathematics, students will consolidate and expand upon the building blocks laid down in Key Stage 3. Students will further develop the interconnection between the mathematical strands (number, algebra, ratio & proportion, geometry and probability & statistics), working at greater depth and in the context of problem solving. In doing this a student will be able to secure the very best outcomes at GCSE. The focus on both mathematical skills and content will provide students with a sound basis for future study.

What we study

At Key Stage 4 our students study the AQA examination syllabus. Our delivery model mirrors that of Key Stage 3 in ideology with a continued focus on mathematical fluency, reasoning and problem solving. The course is structured to build upon the foundations cemented in Key Stage 3 and will expose the students to rigour and expectation of the GCSE assessment material. In each unit, we check and secure the prior learning students need in order to access the more challenging, deeper material of GCSE, to ensure that every learner at Hall Mead School has the platform from which to succeed. All students develop their understanding throughout the course through an emphasis on reasoning and strengthen their understanding through problem solving activities which link directly to examination style questioning.

Our students study towards their GCSE qualification either at foundation or higher tiers, with all mainstream students given the opportunity and tools to secure at least a standard pass at GCSE level. To challenge our most able students we offer the opportunity to study Further Mathematics. At this level students not only begin to develop knowledge and skills required for Key Stage 5 courses, but also secure their current knowledge and understanding.

Further opportunities are available to students to enrich their mathematical skills and thinking, including participating in the Intermediate UKMT Maths Challenge allowing them to solve problems and test themselves nationally against the most able mathematicians.

What our students will learn

All learning at this key stage will allow students to meet the following:

A01 - Use and apply standard techniques

Students should be able to: accurately recall facts, terminology and definitions; use and interpret notation correctly; accurately carry out routine procedures or set tasks requiring multi-step solutions

A02 - Reason, interpret and communicate mathematically

Students should be able to: make deductions and inferences and draw conclusions from mathematical information; construct chains of reasoning to achieve a given result;

interpret and communicate information accurately; present arguments and proofs; assess the validity of an argument and critically evaluate a given way of processing information

A03 - Solve problems within mathematics in other contexts

Students should be able to: translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes; make and use connections between different parts of mathematics; interpret results in the context of the given problem; evaluate methods used and results obtained; evaluate solutions to identify how they may have been affected by assumptions made

Over the two years, our students will deepen their understanding of the five key mathematic strands. Students will further develop their fundamental knowledge and understanding from Key Stage 3 as a result of new, more challenging curriculum content and exposure to more complex problems.

KS4 Mathematical Strands				
Number	Algebra	Ratio & Proportion	Geometry	Probability & Statistics
Calculating	Algebraic proficiency Patterns	Proportional reasoning	Visualising and constructing	Understanding risk
Exploring fractions, decimals and percentages	Solving equations and inequalities Conjecturing Visualising Content		Calculating space Investigating properties of shapes Mathematical movement	Presentation of data Analysing statistics

Preparation for further study

Mathematics A-level is now the most popular A-level course in England. A-level Mathematics is one of the most widely accepted and respected subject choices by universities and is likely to enhance your options rather than close them down.

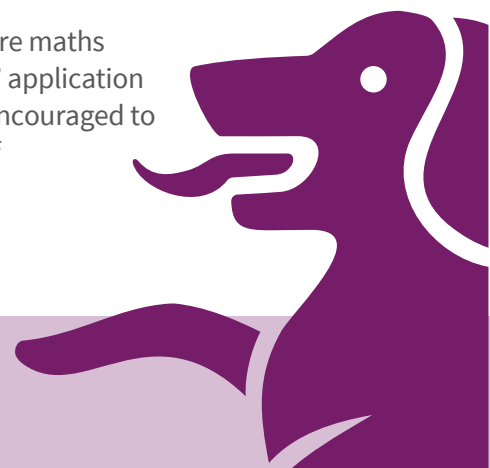
As a facilitating subject, mathematics is highly respected, so our curriculum deliberately equips students with the fluency, reasoning skills and problem-solving skills to continue their studies at Key Stage 5, which we believe is vital in preparing students for future opportunities. Throughout the GCSE course, students are exposed to linkage beyond GCSE level, including the vocabulary and subject terminology of mathematics and the interconnectivity of mathematical strands.

This year students have benefitted from a bridging unit at the end of their GCSE studies which strives to explicitly map future mathematical studies with current GCSE knowledge and understanding.

SMSC opportunities

It's not all about becoming an Accountant! Mathematics is a gatekeeper to many jobs and professions. Mathematics careers are extremely diverse and are found in almost every sector of the economy. Between 2011 and 2013 the number of people working in jobs where mathematical sciences qualifications are essential rose by 20%. (The total UK workforce only rose by 2.3% in this time.) Almost 2 million people now work in jobs where mathematical sciences qualifications are essential. Maths careers are some of the most highly paid careers available. It has been found that anyone taking A Level maths on average earns 11% more during their lifetime.

As an integral part of our curriculum, we integrate opportunities to discuss where maths meets the world of work within our curriculum and expose students to 'real life' application of mathematics within our lessons and home learning activities. Students are encouraged to develop resilience, clarity and conviction of understanding, clear articulation of understanding, appreciation of alternatives and the ability to problem solve.



Curriculum overview

We love English and we want our students to love it too! Our mission is to engender and foster an appreciation of the English language and to develop enthusiastic, critical and analytical readers; thoughtful, imaginative and intelligent writers. We want our students to embrace and enjoy the opportunity to appreciate and explore the written word and to recognise it as a force for empowerment, enlightenment and enrichment. We aim to help students achieve their goals in the spirit of tolerance and mutual understanding.

What we study

At Key Stage 4, students will harness the vast knowledge and skills they acquired throughout Key Stage 3 and now endeavour to build upon them as they work towards their English Language and English Literature examinations. We teach the two qualifications 'in tandem' and encourage our students to make links between the English Language and Literature curriculum (We base the 'Spoken Language' assessment on a Literature text to strengthen this link). In our study of creative and non-fiction texts as part of the English Language course, we constantly make connections between reading and writing with our mantra, 'Read as a Writer, write as a Reader!'

We take a methodical pathway through the English Language examination skills, thus developing students' spontaneous response skills for unseen texts. We follow a pathway of studying literature texts from the 'modern' play 'An Inspector calls' to Shakespeare ('Macbeth' or 'Romeo and Juliet') to a 19th Century novel ('Jekyll and Hyde' or 'A Christmas Carol') and culminating in the AQA 'Power and Conflict' poetry anthology. This allows students to constantly develop and broaden their reading experience and powers of analysis.

We continue to have fortnightly dedicated reading lessons, in which students widen their reading experience and further develop their skills at understanding and analysing unseen texts.



What our students will learn

By the end of the course our students will:

- Produce structured texts
- Communicate with impact
- Spell, punctuate and use grammar accurately so that writing is virtually error-free
- Use a wide range of sentence types and structures and vocabulary to enhance impact
- Summarise and evaluate with understanding
- Substantiate their understanding and opinions with references to texts and contexts
- Make links and comparisons within and between texts
- Understand and respond to explicit and implicit meanings and viewpoints
- Analyse and evaluate detailed aspects of language, grammar and structure
- Make comparisons between texts
- Show understanding of how contexts shape texts and responses to texts
- Use textual references to develop personal responses
- Sustain analysis of the ways in which writers use language, form and structure
- Sustain an informed personal response to explicit and implicit meanings of texts
- Use spoken Standard English effectively

Preparation for further study

GCSE English language is a core and fundamental requirement for any student pursuing further education. The skills gained through English language and English literature underpin every student's ability to meet the challenge of written essays and analysis that are a requirement for any subject that they may study. Studying English at 'A' Level is a gateway to a vast array of higher study and career opportunities such as: journalism, publishing, teaching, legal work, public relations, marketing and translating and interpreting work.

SMSC opportunities



Throughout the course, students will have a variety of opportunities to consider values and issues within society that affect us today through the array of texts they encounter, be they fiction or non-fiction. Inequality, social responsibility, prejudice, identity, religion and war are all examples of the topics that can be encountered. Students will also have opportunities to express personal experiences, viewpoints and attitudes in a safe, tolerant and understanding environment.



Curriculum overview

GCSE science provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. So, we want our students to learn essential aspects of the knowledge, methods, processes and uses of science. Students will study the sciences in a way that helps them to develop curiosity about the natural world, develops their insight into how science works and enables them to appreciate its relevance to their everyday lives.

At Key Stage 4, we aim to deepen the knowledge and understanding acquired at Key Stage 3, to enable students to explain more challenging concepts and understand the world around them. We hope students leave Hall Mead able to question the reliability of evidence, so as to make informed choices about their lives.

What we study

By the end of the GCSE course, our aim is for students to apply their scientific knowledge and understanding to solve problems, think critically, apply mathematical formulae and equations and plan investigations, through the study of:

Biology

- Keeping healthy
- Cells and control
- Life on Earth
- Ecosystem and material choices
- The working plant
- Exchange and Transport
- Homeostasis

Chemistry

- Families of elements
- Fuels and the atmosphere
- Rates of chemical reaction
- Extracting metals
- Chemicals of the natural environment
- Chemical reactions

Physics

- Particle Model
- Waves and electromagnetic spectrum



- Forces at work
- Radioactivity
- Electricity
- Magnetism and electromagnetism
- Motion and forces

What our students will learn

In the Combined Science GCSE, our students study a blend of biology, chemistry and physics units to build on their Key Stage 3 knowledge. In biology, we aim to extend students' knowledge of microorganisms and the diseases that they cause including how our body defends against infection. We also deepen knowledge of the use of microscopy, cell division and the use of stem cells in medicine. Students also explore the way living things interact with the environment including biodiversity and material cycles. In chemistry, we explore issues around the use of hydrocarbons as fuels including pollution and climate change. Students investigate the different factors affecting the rates of chemical reactions and how this can be manipulated for industrial gain. In our teaching of physics topics, our students explore radioactive materials, their uses and dangers. They will calculate and analyse half-life of radioactive sources and relative atomic mass of isotopes.

In addition, we challenge our students to apply their scientific knowledge to a range of abstract situations.

Preparation for further study

Combined science GCSE, is an excellent base for future scientific study at A-Level, BTEC or an apprenticeship in any science related field. By teaching our students to apply knowledge and think analytical and critically, we believe these life skills will compliment any future study and help them succeed in many possible future careers.

SMSC opportunities

Throughout the GCSE course, our students are made to think about their lifestyle choices and their social responsibility. They consider how the way in which they live their lives can affect their own health and their role in improving the health of others, for example through herd immunity. Their role in creating a sustainable future is explored through developing an understanding of how electricity can be generated and the impact of this on climate change.



KS4 Curriculum Overview

"A different language is a different vision of life" - Federico Felini

Our mission as a department centres on languages inspiring students' curiosity and fascination about the Spanish speaking world, its people and the understanding of unfamiliar and diverse places. In a global community, understanding the principles of different languages and how to apply them to learning new ones is a vital skill a young person develops, and also enables students to have a better understanding of their own culture. We promote a positive language-learning experience that we hope leaves a life-long enthusiasm of language and a willingness to explore new horizons.

What we study

For GCSE Spanish, we follow the AQA GCSE specification which builds on the grammar and vocabulary taught at Key Stage 3. Students will have been exposed to the knowledge and skills required for GCSE and beyond in a graduated and supportive way throughout Key Stage 3, which allows us to focus on developing depth of understanding and complexity at Key Stage 4. There are three themes at GCSE, including the topics: me, my family and friends; technology in everyday life; free-time activities; home, town and local area; social issues; global issues; travel and tourism; life at school and jobs and career choices. Students are expected to produce and respond to language within these contexts and within the four skills of listening, reading, speaking and writing.

What our students will learn

By the end of the course, our students will develop a clear and thorough understanding of grammar and vocabulary that allows them to:

- Apply vocabulary relevant to each topic area.
- Apply complex grammatical and linguistic structures.
- Take part in role-plays, describe photos and engage in conversations with extended responses in a range of contexts.
- Respond to listening and reading stimuli in Spanish and English.
- Translate into English and into Spanish from different contexts.
- Write extended pieces relating to different topics applying vocabulary, grammar and linguistic structures.



Preparation for further study

Having completed the GCSE Spanish course, students can now access AS and A-Level Spanish. There are explicit links between the curriculum at Key Stage 4 and Key Stage 5; these include a review of social issues and trends. There is also a focus on the impact of technology on everyday life and this is also a fundamental aspect of the Key Stage 5 Spanish curriculum. Students who study A-Level Spanish will often go to study the subject at degree level.

SMSC opportunities

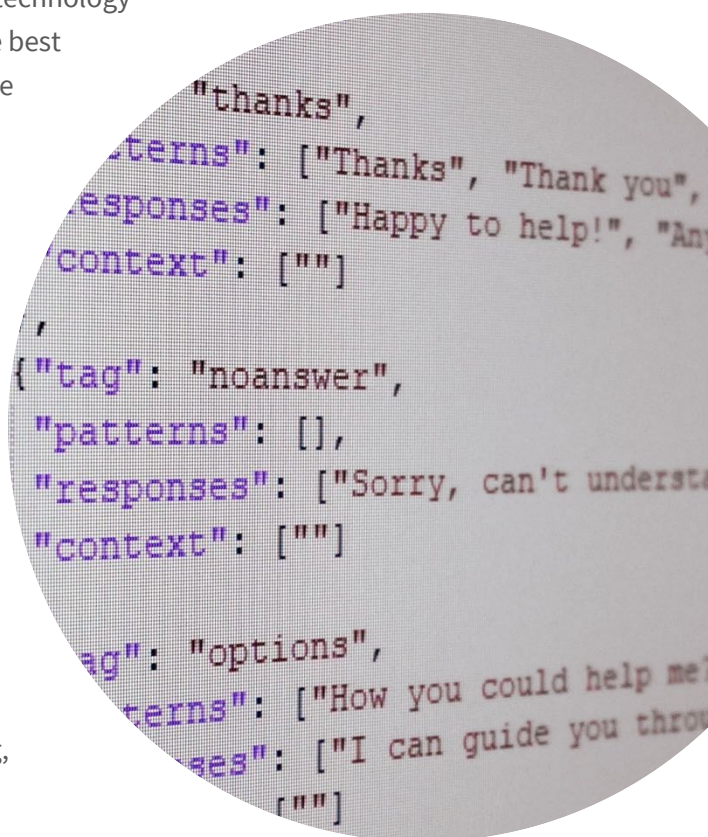
Studying Spanish at the Hall Mead School will introduce students to the cultural and social differences between Great Britain and Spanish speaking countries. Students will analyse the social differences between these countries and develop a degree of empathy in relation to the way that people within live their daily lives. By comparing these countries, students will learn about their own cultural and social background and use this as a starting point for critical examination. The subject further supports individuals in the development of their own self-confidence and discipline through verbal expression in relation to a variety of topics. The subject affords students the opportunity to work as part of a team to share their ideas and viewpoints.



Curriculum overview

"The computer was born to solve problems that did not exist before." - Bill Gates

Technology is everywhere and will play a pivotal part in students' lives so it is vitally important that students can use it for good. Therefore, we want to model and educate our students on how to use technology positively, responsibly and safely. We want our students to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our students to understand that there is always a choice with using technology and as a school we utilise technology to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. We recognise that technology can allow students to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our students. Our knowledge rich curriculum is balanced with the opportunity for students to apply their knowledge creatively which will in turn help our students become skilful computer scientists. We want our students to become fluent and master the following strands of the computer science curriculum, programming, algorithms, data, hardware and software.



What we study

At Key Stage 4, our students study the OCR syllabus and will be made to think about how technology is created, how algorithms are used to sort and find information and text-based programming to solve problems. We look at how a computer works in depth and how networks are created and used in businesses. Students will be taught to develop their critical and evaluative skills to form opinions on some of the moral implications of computing in the modern age. The course offers a mix of problem solving, code tracing and applied computing.

What our students will learn

Students will gain an in depth understanding of how a computer works, thinks and how we can program for it. They will develop have a deep knowledge of hardware and software programmes, including storage, processes, memory and networks. They will also become skilled at analysing problems in computations terms including designing, writing and debugging programmes. Students will have a working experience of databases as a real-life context and they will have a solid knowledge of cyber security and the social, ethical and legal impact of computing in the world.

Preparation for further study

A qualification in computer science can lead on to further study in A-levels, BTEC or possible apprenticeships.

As a subject computer science is highly respected, so our curriculum deliberately equips students with programming and problem-solving skills to continue their studies at Key Stage 5, which we believe is vital in preparing students for future opportunities. Throughout the GCSE course, students are exposed to linkage beyond GCSE level, including the vocabulary and subject terminology of computer science and the interconnectivity of computer science strands.

SMSC opportunities

In the Key Stage 4 curriculum, students are encouraged to develop critical thinking in areas of ethics, legal implications and environmental impacts of computing. They will understand how computing has a fundamental role in the shaping the modern world. They will also understand some of the necessary steps needed to keep safe from online fraud.



Curriculum overview

Through this qualification, our aim is to develop geographers of the future. Our students will gain the knowledge and skills in order to think, speak and see the world through the unique eyes of a geographer. Through our teaching, the geography department aims to provide students with an understanding of the dynamic and diverse world they live in. Learners will consolidate their understanding of geographical Issues through the learning of specialised concepts, including sustainability, vulnerability and capacity.

What we study

The overarching aims of our Key Stage 4 qualification are that learners will develop the ability to think like a geographer. WJEC Eduqas GCSE geography A develops an enquiry approach to the study of complex geographical information, issues and concepts. It is based on the principle that geographical education should enable learners to become critical and reflective thinkers, a mindset that has been developed throughout the Key Stage 3 journey. Content is organised around key questions and hinges on the concepts of sustainability, vulnerability and capacity. Students will extend their knowledge of locations, place, environments and processes at a range of different skills across 'Landscapes and Physical Processes', 'Rural-Urban Links', 'Coastal Hazards & Vulnerability', 'Weather, Climate and Ecosystems', 'Development and Resources Issues' and 'Social Development'. Within these themes, learners will develop their understanding of a number of key overarching geographical concepts such as place, spheres of influence, cycles and flows, mitigating risk, geographic futures, interconnectedness and sustainable communities. Fieldwork is an essential aspect of geographical education and of this qualification – learners will consolidate and extend their understanding of geographical concepts learned in the classroom by engaging with enquiry.

What our students will learn

By the end of the two-year programme, learners will develop the skills necessary to conduct framed enquiries in order to develop their understanding of specialised concepts. They will:

- Relate geographical processes and concepts through an appreciation of spatial patterns and geographical change
- Develop scientific, rigorous approaches to recording appropriate evidence
- Learn critical approaches to assessing the validity of evidence in informing evidence conclusions
- Independently apply geographical knowledge, understanding and approaches to real world contexts
- Develop mathematical, cartographic mapping and statistical skills in order to investigate geographical concepts

- Write to explain causality (cause/effect) through the development of developed and elaborate chains of reasoning
- Use context to deepen their understanding space and place through specific locational examples
- Use context to deepen their understanding space and place through specific locational examples
- Understand and apply knowledge on the varying nature of core themes: capacity, vulnerability and sustainability

Preparation for further study

Geography as a sparial science helps us all to better understand the world's people, places and environments and the interactions between them at different scales. As such, geography is a popular GCSE and can open doors to a variety of different Post-16 opportunities. Due to the impressive knowledge and skills students will gain, geography is regarded as a key, facilitating subject for many vocational and A-Level courses, including maths, science and economics. Your unique way of analysing and interpreting the world around you will be of great help to you in your further studies or future career!

SMSC opportunities

Geography is linked to the study of real people in real places, meaning that it constantly links and develops students' spirituality and morality. For example, when looking at the study of a global cities and development, students are given an appreciation of the world around of them. Social development is a key focus at Key Stage 4 – peer assessment and feedback further enhance students social skills. Similarly, questions and debates encourage the scenario of what would you do, throughout our strands of sustainability, capacity and vulnerability.



Curriculum overview

We believe that a high-quality history education will help students gain an overview and depth knowledge of political, social and religious history on both a national and international scale. We want students to be curious about the past, understand the complexity and diversity of past societies, develop a sense of identity and understand the challenges of their time. They become enthused, are challenged and feel invested in their study of the past 1000 years.

We believe history develops students' knowledge and skills to ask questions, weigh evidence and develop critical perspectives and judgements. We want students to know how history as a discipline works and model this in their own studies, research and visits to historic environments.

What we study

At Key Stage 4, students will follow the Edexcel GCSE history course of study. The enquiry-based approach allows students to build upon their study of Key Stage 3 history by developing their historical knowledge of the topics studied and continue to develop their understanding of how historians work and how history is discussed, debated and created.

Students will study 'Medicine in Britain' between 1250 and the present day. In this thematic study, students are required to understand change and continuity across a broad sweep of history; from the supernatural and religious explanations of the cause of disease in medieval England, to modern advances in medicine such as magic bullets, antibiotics and mass vaccination. We will study the people, events, developments and wider changes in aspects of society over the centuries to allow comparisons to be made between different periods of history. Within this, learners will study a specific historic environment, the injuries and treatments in the trenches of 'the British sector of the Western Front', to examine the relationship between this place and our study of medicine.

Students will study a British depth study where they are required to understand the complexity of a society and the interplay of various social, economic, political, religious and military aspects of 'Early Elizabethan England'. Often depicted as a golden age in English history, students will explore the people that made up Elizabethan society and the Queen's position as she came to the throne, as well as the consequent challenges, revolts, and rivalries that framed her reign.

The period study requires students to understand the unfolding narrative of the substantial developments and issues of 'Superpower relations and the Cold War'. They will focus on international relations between the USA, USSR and their respective allies which began following the Second World War. Students will know how the struggle for global influence led to world-wide tension and significant crises that resulted in the collapse of communism in 1991.

Finally, students will study a modern depth study, 'Weimar and Nazi Germany.' This turbulent period of time between the end of the First World War and the beginning of the Second, will tell the story of the social, economic and political challenges Germany faced in the wake of a major global conflict, how Hitler rose to power and created a dictatorship, and what life in Germany was like for all those at this time.

What our students will learn

By the end of the two-year KS4 programme, learners will:

- Develop and extend their knowledge and understanding of key events, periods and societies in local, British, and wider world history
- Engage in historical enquiry to develop as independent learners and as critical thinkers
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- Analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied
- Develop an awareness of why people and events have been accorded historical significance and how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

Preparation for further study

GCSE history will provide students with a better understanding of the people and places of the past; however, it will also develop skills of analysis, research, written and verbal communication, problem solving, arguing and critical thinking. Because of this, studying GCSE history allows for a variety of post-16 opportunities. History is a very popular A-Level subject nationally and it also complements the study of many other subjects including English literature, law, politics and philosophy. Universities and employers also recognise the transferable skills gained in the study of history allow for the possibility of further study and diverse careers in archaeology, the public sector, law, journalism, heritage, research, media, teaching, marketing and much more.

SMSC opportunities

Understanding our shared past and our place in the world through the study of local, British and world history, can help us develop a spiritual sense of who we are and where we belong, giving us each a common story to share. At times, we may reflect on the moral choices people have made in history including around the treatment and persecution of minorities in Hitler's Germany. History is about argument, debate and a search for truth. In doing these together, we learn the social mechanisms that accompany them. In our study of the Cold War, questions and debates about superpower relationships encourage students to think about how they might have worked to resolve conflict and co-operate in different scenarios. Culturally, students will be able to see how history is remembered and its enduring interest. Students will find out about people, events and institutions that have shaped our culture, such as through the study of the establishment of the NHS. Our diverse curriculum also allows for recognition and appreciation of our multi-cultural society. Furthermore, students are taught British values through discussions about individual liberty and democracy in various historical contexts, which adds depth to the content studied, and provides opportunities to compare this with the rule of law in the UK. They will be able to see where current debates and global issues have their historical roots, and will be able to explore the diversity, differences and similarities of the cultures they have studied whilst building their identity in the modern world.



Curriculum overview

The aim of the department is not to prescribe a personal faith in any belief system but to nurture each student's own self-identity – whether religious or secular – and to provide an opportunity for them to explore and consider perspectives other than their own. We practise an 'outsider' approach, with each religion being studied from an objective, unbiased approach which never seeks to preach or proselytise. We hope that whilst pursuing challenging academic study, we are also providing opportunities for a sense of awe and wonder, a love of enquiry and desire to both appreciate and challenge the teachings and conventional wisdoms of the major faiths. We aim to engender mutual tolerance, understanding, openness and an appreciation of diversity and thereby increase students' cultural capital. Our subject deals with ultimate questions and milestones of life so encourages them to reflect personally and respond with sensitivity. As such RS has a fundamental role to play in creating more-rounded students, with an established sense of self, who will be positive contributors to future societies.

Academies must teach RE within the requirements for a locally agreed syllabus. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Religious Studies at Hall Mead is seen as a five-year journey, front-loaded for all pupils into years 7, 8 and 9 with year 10 and 11 offering the opportunity for further, deeper study through the GCSE course and/or continuation and retrieval through core study. Therefore the curriculum provides yearly study of Christianity but with all six major world religions studied along the journey.

What we study

The reformed AQA GCSE religious studies specification A encourages you to learn about the beliefs and practices of two world religions – Christianity and Sikhism – and to investigate and debate the big, ethical questions that individuals, countries and religions are all asking in the 21st Century. The GCSE makes much more of the diversity *within* religions, not just between them, and allows comparisons to be made between the two. Students in Religious Studies will utilise all their prior knowledge of the core concepts that we focus on when exploring a religion and the skills needed to do so. Having studied ethical themes in the animal rights unit, they will be used to the open-mindedness needed to study the controversial issues up for debate in the 21st Century and have learnt skills in evaluation and justification. They will learn about and from sources of wisdom and authority within our two religions, which include holy texts, historical figures and leaders today, and how to use quotes from these sources to support or contradict an idea or issue.

What our students will learn

One component of the GCSE, worth 50% of the marks and with its own examination at the end of Year 11, is the beliefs and practices of two religions so Christianity and Sikhism

are studied in detail and looked at from historical, theological and practical perspectives. The concepts studied include: What do they believe about the nature of God? Who taught them and inspired the religion? How do they worship and pray? What's inside their places of worship? What special ceremonies do they take part in? What do they believe about death and the afterlife? Which festivals do they celebrate and how? How do they put their beliefs into action? What do they think it means to live a good life? Why does evil exist?

The other component, again worth 50% of the marks and with its own examination, is on four ethical themes. In Peace and Conflict, we look at conflict in the 21st Century including the role of weapons of mass destruction and terrorism. We consider if war is ever a good solution to a conflict and why some people are pacifists and work for peace. Is any war really a Just War? Why do some want to fight a holy war? In Religion & Life, we consider when is a baby 'alive'? So is abortion, okay? How should we treat the environment and animals? Can we use them as we want, or should we be the stewards of the world? We study different ideas about what happens after we die. We will ask about the value of human life and whether we should be able to choose when and how we die through legalised euthanasia. In Crime & Punishment, we will ask if there is such a thing as good and evil - for people and deeds. We investigate the causes of crime and evaluate different types of punishment for offenders: prison, corporal punishment, community service. We consider whether some crimes deserve the death penalty or if it should be banned. Can and should victims forgive? Finally, in Relationships & Families, we will look at varying attitudes to sex, sexuality, contraception, cohabitation, weddings, marriage, divorce. We look at family life and consider the role played by parents and whether there is gender equality, both within the family, and in wider society.

As well as content, they will learn skills needed for success in our subject. They will learn to debate, compare, support and criticise effectively and how to justify their own views both verbally and in written form. Using sources of wisdom and authority as evidence for a point or view is a vital skill which will be continually worked on and they will learn quotations off by heart so they can use them in the exams.

Preparation for further study

The GCSE Religious Studies provides a firm foundation of both knowledge and skills that would prove useful when moving on to A-Level study, particularly in Religious Studies, Sociology, Philosophy & Ethics but also for Law and English.

SMSC opportunities

Spiritual, moral, social and cultural study are naturally an intrinsic part of religious studies: you simply would not be able to study any religion, philosophical idea or ethical theme without encountering and absorbing a combination of them! The curriculum allows students to really explore and consider different ways of living life according to your beliefs and values. There is the opportunity to study moral dilemmas in depth and the different ways people respond in situations where there is not a clear 'right' answer. Studying and understanding a range of perspectives, both religious and secular, encourages toleration and cohesion and develops appreciation of diversity, culture and the idea of utilitarianism.



Curriculum overview

"I want to put a ding in the universe" - Steve Jobs

We aim to inspire students to understand the importance of enterprise and the nature of the business world. Students will leave the classroom enriched with a broad and balanced perspective of business, as well as an inspiration for success and hard work. Throughout the business studies curriculum, students will take a journey that develops core knowledge and skills to evaluate the dynamics of a business. This will lead to an outcome where students enjoy their learning to make excellent progress by applying their skills and knowledge to the world around them. Our business curriculum enables students to have the ability to think commercially and creatively to demonstrate business acumen. Students will be aware of the impact of business in the real world through exploring a range of diverse case studies on local and global businesses. The curriculum delivers a platform to business theory, scaffolded at each Key Stage, allowing students to develop their interest in the subject further. Students will need to think commercially and creatively to demonstrate business acumen in class activities, presentations and enrichment projects

What we study

At Key Stage 4, our students study the OCR syllabus. GCSE business helps you know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. You will be able to apply knowledge and understanding to contemporary business issues and to different types and sizes of business in local, national and global contexts. This course provides a comprehensive overview of the business world and the workplace.

What our students will learn

Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.

Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow.

They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

Over the two-year course, our students will develop their understanding of:

- Business activity
- Marketing
- HR/people
- Operations
- Finance
- Globalisation
- Independent nature of business

Preparation for further study

GCSE Business can lead to further study in A-levels, BTEC or possible apprenticeships.

SMSC opportunities

In the curriculum, students are encouraged to develop critical business thinking in areas of discrimination, ethics and environmental impacts. They will understand how business have a fundamental role in society.



Curriculum overview

Our goal is to foster an appreciation and interest in the wide range of media that is available to young people today. Media studies is a varied and exciting option subject and an increasingly important area of study in the era of social media and fake news. We want our students to be critical and analytical in the way that they approach every media text that they encounter, and we aim to infuse a passion and enthusiasm in each area of study by forging links with their own areas of interest. Students will become more informed, more aware and have a greater understanding of the media as a whole and enabling them to make informed judgements about the reliability of different media in their own lives. Media studies will support students in making prudent choices about the media texts that they consume, allowing them to grow into savvy media users.

What we study

Media studies students at Hall Mead will follow the AQA syllabus. We will learn how the media communicates meaning to an audience, how people, events and places are represented, how different media industries operate and how different audiences may respond to a media text. We cover a range of different forms of traditional and new media, such as advertising, newspapers and magazines, music video, film and TV, radio and participatory media.



As well as skills of analysis, students will have the opportunity to learn and develop practical media techniques such as photography and graphic design when they are completing their NEA project.

Being able to analyse and read the subtext of the media is an important life skill, as the media has the power to shape society and its views, so young people need to be at forefront of making informed choices.

What our students will learn

By the end of the qualification, students will:

- Be critical and analytical in their thinking, able to identify features of a media text and comment on the intention and the effect. The analytical skills we cover overlap significantly with English GCSE skills.

- Come into contact with a wide range of media texts, some contemporary and some historic, exposing students to a range of ideas and concepts that they may otherwise be unfamiliar with.
- Explore historical contexts and the operation of media companies, which provides strong cross curricular links.
- Create their own media product, using the texts that they have studied for inspiration.
- Be taught to think carefully about how to target an audience and how to convey a nuanced message in their production.

Preparation for further study

Many of our students go on to study A-level media or BTEC courses. GCSE media opens up a further range of study opportunities at A level and degree level, by introducing students to a wide range of media forms and processes. Media studies GCSE is a good introduction for those who may wish to pursue a career in a wide range of areas such as journalism, marketing or graphic design.

SMSC opportunities

Students are taught to question the purpose and intention of every piece of media they encounter, considering the agenda of the people that produced it. A study of representational issues leads to discussion of marginalised groups in society and how to subvert and challenge stereotypes. They are encouraged to be critical and develop independent thought.





Curriculum overview

Film is an important part of many people's lives. We are passionate about film and we want our students to share that passion and recognise the power of film. GCSE film studies is designed to draw on students' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology.

Film is one of the key visual media which has dominated storytelling and entertainment in our culture for the past century, and shapes many of our ideas today. Our ideas about gender roles, responses to conflict and political ideas are shaped largely by Hollywood films. GCSE film studies allows students to develop a critical, questioning approach to films, the industry, audiences and social contexts. Students study a variety of films and analyse their techniques, representations and cultural influences. They will learn to analyse texts, develop their ability to visualise stories, and learn the technical skills to turn ideas into films.

What we study

Students will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and India.

The course will enable learners to explore films in a coherent way, cumulatively developing their knowledge and understanding of:

- How films are constructed – through cinematography (camerawork and lighting), mise-en-scène (how sets, locations, props and costume are used), editing and sound
- How films are organised into structures – genre (the different kinds of film) and narrative (how films tell their stories)
- How films can be used – artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- How learners make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film.

What our students will learn

Students will investigate:

- Hollywood Films
- Genre Study – the typical features of films within the designated genre, including camera work, editing and settings, the representations of key heroes and villains and the values they stand for, taught through case studies.
- Hollywood Independents – Specialist Writing – the way audience perceptions are affected by critical reviews. Taught through a single case study
- English Language Non-Hollywood Films

- Narrative and Aesthetics Study - the study of differences between Hollywood films and those from other English-speaking cultures, in the way they represent society, gender and important social ideas. Taught through two case studies
- Non-English Language Films – Representation Study - the study of representations and social contexts in non-English-speaking cultures, in the way they represent society, gender and important social ideas. Taught through a single case study.
- Creative film-making – Students individually create a series of screenplays or sequences for the start of a film from a given brief, shoot it and edit it into a final product, and then evaluate it.
- History of film - the most significant developments in the history of film and film technology

Preparation for further study

This specification is designed to provide a foundation for subsequent study by encouraging learners to explore, through formal study and their own productions, how films are constructed as well as the role the screenplay takes in the film production process. In addition to the knowledge and understanding learners gain from their GCSE study of film, they will also develop a range of literacy, communication, analytical, production, IT and other transferable skills. This will enable them to progress successfully to higher level study, whether that is in Film Studies, other related subjects or work environments.

Film Studies:

- Helps you develop practical and creative skills which help in all creative professions such as acting, design, film, TV, set design, writing, marketing, and business
- Teaches project management skills such as planning, execution, and teamwork required in industries such as engineering, STEM and any media industries
- Helps you to understand audiences and production processes, so it's useful in marketing professions, advertising, business
- Teaches written enquiry skills which fit jobs which find out information – Journalism, researcher, market research, and teaching or lecturing.
- Requires extended, logical, reasoned, analytical debate in writing, which is essential for other subjects such as English, Sociology, Psychology, History, Geography, Science
- Teaches ICT skills, information handling, communicating ideas, flexibility, teamwork, problem solving and evaluating solutions – skills regarded as essential in Industry, the Public Services and in research and development teams in Science and Engineering.

SMSC opportunities

We will study how films reflect the contexts in which they are made. This includes study of the:

- social context (aspects of society and its structure reflected in the film)
- cultural context (aspects of culture: ways of living, beliefs and values reflected in the film)
- historical context (aspects of the society and culture at the time when films are made and, where relevant, when they are set)
- political context (the way political issues, when relevant to the film chosen, are reflected in a film)

Throughout the course, students will have a variety of opportunities to consider values and issues within society that affect us today through the array of films they encounter. Students will also have opportunities to express personal experiences, viewpoints and attitudes in a safe, tolerant and understanding environment.



Curriculum overview

Drama at GCSE level is an intellectual, practical and artistic subject that asks students to consider and think about the world around them. Students will study a wide range of issues, topics and play texts that reflect different cultures and historical periods. They will become skilled in staging and performing and learn how to evaluate and improve their work. At all times, students are encouraged to respond in a creative and original manner. They will develop skills needed in any work place, such as communication, presentation, creative thinking, problem solving and personal resilience. They will also learn to work and co-operate with others in the class and become independent learners.

What we study

This course is broken down into three units, a devised performance, a scripted performance and a written exam. For devised performance, students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by the exam board. In year 10, they will be introduced to several different styles that they will opt to use in their final devised piece, including Brechtian Drama, Theatre In Education and Frantic Assembly. Students will learn how to select and use the drama techniques specific to these styles in their own work. They will visit the theatre and see live performance in order to understand the acting, directing and technical aspects that make up a performance. This will enable them to become proficient in analysing and evaluating theatre. They will also learn how to write about the devising process, ready for a short piece of coursework in year 11 and will develop the key vocabulary needed for this. Next, they will further develop their acting skills for the scripted drama unit and learn how to develop fully-formed characters or alternatively they may opt to learn more about the technical staging aspects of costume, sound or set design. Finally, they will study a play text, with practical lessons on the themes and issues of the play. This will lead to practise for the written exam in which they must answer questions on acting as a character, directing scenes and stage design. Year 11 is devoted to putting all the skills learnt into practice and creating the final devised and scripted pieces. The written exam then follows in May/June.



What our students will learn

By the end of year 11, our students will:

- Be able to work independently to devise drama using the features of a specific style or practitioner
- Be able to read and analyse a script and perform successfully as a character from a script
- Be able to analyse and evaluate theatre
- Be able to suggest acting, design elements and direction to bring a play text to life on stage
- Learn how to answer exam questions successfully, under timed conditions
- Have worked with a variety of other students and learnt how to both lead and cooperate in group situations
- Have considered the many elements that make up a successful performance
- Have grown in confidence when speaking or performing in front of others and know how to apply these skills to the outside world.



Preparation for further study

The WJEC/Eduqas course gives students the necessary grounding for further study at Key Stage 5 level, in which they might opt to choose A-Level theatre studies, BTEC performing arts or other theatre and film related courses. The course also prepares students with the transferable skills to use in any course of study or place of employment. After studying drama, students tend to be confident speakers who are able to work well with others and resolve difficult situations.

SMSC opportunities

Students of drama have the opportunity to explore and discuss the world around them, through the medium of performance. Many of the plays studied and the stimulus material provided provoke discussions about history, politics, society and human nature. Students of GCSE drama will also get to learn about the wide range of careers that can be followed with arts qualifications, from performing, to technical theatre and backstage, arts administration and marketing, to name but a few.



Curriculum overview

Through studying music, students learn how music reflects how people feel, think and act. They appreciate and understand music from different times and places. They are encouraged to explore and reflect their feelings through music and take responsibility for their own decisions. Students share music-making with others whilst being sensitive to their views, strengths and needs. They develop a sense of achievement and set high levels of expectation.

With an emphasis on musicality and practical music making, the OCR music GCSE specification provides a contemporary, accessible and creative education in music with an integrated approach to the three main elements – performing, composing and appraising. Students are encouraged to be creative and to broaden their musical horizons and understanding with five areas of study as they explore musical context, language, performance and composition. The specification is designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions. It offers a range of opportunities to study diverse and traditional fields, with an integrated approach. We want to encourage students to experiment in their own performing, composing and listening as well as develop interest in and enthusiasm for all aspects of their musical heritage.

What we study

Students study music through three activities: practising and performing, creating their own music and listening and appraising other peoples' music. Students begin by practising for a solo or group performance and move on to creating their own music using their instrumental or music technology. We follow the GCSE OCR exam board syllabus which highlight 5 areas of study.

There are 5 Areas of study:

- *My Music* - Learners should study their instrument, which can be any of the following: any instrument, voice – this can include styles such as rapping or beatboxing, sequencing – realisation using ICT
- *The Concerto Through Time* - its development from 1650 to 1910 through: the Baroque Solo Concerto, the Baroque Concerto Grosso, the Classical Concerto, and the Romantic Concerto.
- *Rhythm from Around the World* - Learners will study and develop an understanding of the characteristic rhythmic features of: Indian Classical Music and traditional Punjabi Bhangra, Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus, Traditional African drumming and Traditional Calypso and Samba
- *Film Music and Game* - Learners should study a range of music used for films including music that has been composed specifically for a film, music from the Western Classical tradition that has been used within a film and music that has been composed as a soundtrack for a video game.

- *Popular Music from 1950s to the present day* - Learners should study a range of popular music from the 1950s to the present day, focussing on: Rock 'n' Roll of the 1950s and 1960s, Rock Anthems of the 1970s and 1980s, Pop Ballads of the 1970s, 1980s and 1990s and Solo Artists from 1990 to the present day.



What our students will learn

By the end of the course, students will:

- Practise and perform one or more piece(s) for their instrument of an appropriate level of difficulty.
- Compose a piece of music for their instrument or voice.
- Understand what a concerto is and the way it has developed through time
- Know the instruments that have been used for the solo part in the concerto and how they have developed through time
- Understand the growth and development of the orchestra through time
- Study the role of the soloist(s)
- Know the origins and cultural context of the traditional music, the musical characteristics of the folk music and the impact of modern technology on traditional music
- Understand how composers create music to support, express, complement and enhance: a mood or emotion being conveyed on the screen, a significant character(s) or place and specific actions or dramatic effects.
- Recognise the vocal and instrumental techniques within popular music
- Understand how voices and instruments interact within popular music
- Explore the development of instruments in popular music over time
- Study the development and impact of music technology over time
- Explore the variety and development of styles within popular music over time
- Understand the typical musical characteristics, conventions and features of the specified genres

Preparation for further study

This qualification provides the ideal foundation for students to progress to A-Level music, A-Level music technology or Extended Level 3 BTEC, Level 3 Cambridge Technical in performing arts.

SMSC opportunities

Learning about music at Hall Mead School enhances students not only academically and practically, but also gives them an avenue for self-expression. Where they may fail to have the confidence to express themselves verbally, they may be able to extend their feelings through playing an instrument. It improves confidence and self-worth when a person can apply themselves to the challenges of learning to play an instrument and the extensive training and practice that accompanies it. It encourages social interaction with peers and when a music experience is shared with others it has a value that cannot be expressed in words. Learning about more contemporary approaches to music making will students the foundations of the knowledge and experience needed to thrive in the music industry.



Curriculum overview

Design and technology is all about converting ideas and raw materials into the goods and services that we all need and use every day of our lives. Everything around us has been designed, from the car we drive, the clothes we wear, to the buildings we live and work in. Much of the food we consume and even the TV programmes we watch have all been designed, they've all been made.

Design and technology is key to helping us understand the world around us and the impact that designing and making has on daily life, the wider world and the economic success of our country. Logical, creative and practical it is the only subject which enables students to apply what they have learned in maths and science.

As well as teaching practical skills and knowledge of materials, students learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values.

Through learning about design and technology, students actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable.

What we study

AQA GCSE design and technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors.

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Students to study core technical and designing and making principles, including a range of design processes including CAD, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

What our students will learn

In Year 10 students complete a range of focused practical tasks in different materials such as textiles, timber, polymers and paper and boards using both hand tools and machinery as well as CAD/CAM. Through this they build their technological capabilities and theoretical knowledge.

At the end of Year 10, students begin their non-examination assessment (NEA). This is an extensive design and make project where the starting point is set by the exam board AQA.

All students will acquire:

- Knowledge of materials: primary sources, conversion processes, properties and environmental impact
- Knowledge of manufacturing: by subtraction, by forming, by assembly with finishing
- Knowledge of designing: identifying and investigating design possibilities, producing a design brief and specification, generating design ideas, developing design ideas, realising design ideas, analysing and evaluating
- Knowledge of the impact of designing and making on society and culture

Preparation for further study

- A-Level Design and Technology
- Apprenticeships in carpentry, construction, food manufacture, fashion and textiles, interior manufacturing, and engineering technology
- Technical and applied (vocational) qualifications: building, computing/IT, construction, design, engineering, fashion, manufacturing and textiles.

SMSC opportunities

- To what extent are designed outcomes of worth; how do they affect the lives of those who use them and those that make them, how do they affect the planet
- That technologies and products often have unintended consequences beyond intended benefit which cannot be fully predicted by those who develop them
- Working safely with tools, machines and processes as an individual but also as part of class
- Selection of materials based on ethical factors and social and environmental footprints



CONSTRUCTION

Curriculum overview

This course is a great foundation for any student who is interested in a career in the construction industry. It has been devised around the concept of 'plan, do, review' and mirrors most work-related activities in constructing the built environment. The course helps to give students an introduction to the vast range of careers and roles in construction and a starting point to develop practical skills in brickwork and electrical installation. Each unit is based around real life scenarios in the construction industry making it highly relevant to the world of work.

What we study

WJEC Level 1/2 Vocational Award in constructing the built environment offers students an applied learning experience; this means that each task is set within a scenario based around the characteristic of real work in the construction industry.

Safety and security in construction

This unit is externally assessed. The assessment is carried out online. The assessment features short and extended answer questions, based on stimulus material and applied contexts. Construction activities take place in many different contexts. Through this unit, students will gain the knowledge and understanding to be able to plan how to minimise risk to their own and others health and safety in different contexts.

Developing construction projects

This unit is internally assessed. Through this unit students will be able to interpret technical information to plan the refurbishment of a building, taking account of health and safety issues. They will use appropriate skills and techniques to carry out the refurbishment. Students focus on brickwork and electrical installation.

Planning construction projects

This unit is externally assessed. The assessment is carried out online. The assessment features short and extended answer questions, based on stimulus material and applied contexts. Students will use learning from the development of practical skills and health and safety requirements of construction processes and gain the knowledge and understanding needed to plan straightforward built environment development projects.



What our students will learn

Over the two-year course our students will learn skills in:

- Risk management
- Problem solving
- Interpreting technical information to identifying materials, tools and equipment
- Completing a range of practical tasks in bricklaying and electrical installation
- Job roles in the construction industry

Preparation for further study

A qualification in construction can lead to further study at college. Students can specialise in a particular area of construction for an apprenticeship.

SMSC opportunities

During the course, students are encouraged to consider the impact of the built environment on individuals, societies, the economy and business. Students will develop critical and analytical skills in their study of safety and security issues and the resources involved in construction projects. In classroom discussion and writing, they will be required to reflect on a range of moral and social issues regarding health, safety and financial implications in construction.



Curriculum overview

At Key Stage 4, our aim is to deliver an inspiring, diverse and multicultural practical course that covers the four main aspects of food and nutrition. Creativity and imagination are key when making the different dishes, as well as the consideration of the different dietary needs, cultures and traditions of others.

What we study

GCSE food preparation and nutrition qualification aims to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The course will encourage learners to cook and make informed decisions about a wide range of further learning, opportunities and career pathways within the food industry, as well as develop life skills that enable learners to feed themselves and others affordably, now and in later life.

This qualification aims to bring about real sustainable change, providing learners with the expertise and skills to feed themselves and others better. The course builds upon the best elements of what they were taught at Key Stage 3 and adds new areas of interest. At the heart of the course is the development of strong practical cookery skills and techniques as well as a good understanding of nutrition. We believe that learners who learn to cook well are more likely to make better food choices and understand healthy eating.

Our learners will discover the essentials of food science, nutrition and how to cook. In addition to this, learners will understand the huge challenges that we face globally to supply the world with nutritious and safe food. We see this qualification as another step towards creating a healthier society and improving the nation's cooking skills as well as setting some of our learners on the path to careers in the food and hospitality industries.

What our students will learn

Over the two-year course, our students will embed their skills to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices

- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

We also support our students to develop their mathematical and scientific understanding of calculation, quantities, volume and percentages, to ensure precision in their practical skills.

Preparation for further study

The GCSE food preparation and nutrition course prepares students for future study in the food, catering and hospitality industry. This includes working as a chef, the hotel industry or in catering. Past learners have gone on to study food science or catering courses locally and at other prestigious colleges such as Westminster Kingsway College.

SMSC opportunities

Throughout the GCSE course, our learners are taught about the impact of our food choices on the environment such as, carbon footprint, global warming, farming methods, impact of eating meat and fish as well as greenhouse gasses and organic and free-range foods etc. We also explore British food cultures and traditions as well as those from all over the world, including religious festivals and restrictions. We discuss the impact that the food industry has on the environment and the depletion of resources and the development of more sustainable food production methods in order to protect our planet.



Curriculum overview

"I never paint dreams or nightmares. I paint my own reality." – Frida Kahlo

We want our GCSE students to be inspired and challenged in art. We want to refine and develop students' technical skills to enable them to excel, while introducing them to a wide range of artists that they may not have heard of.

We aim for our students to develop their confidence and proficiency when using materials in art and presenting their work in a sketchbook. We want to inspire students to respond to artists and create meaningful, original artwork.

The GCSE course allows students to creatively problem solve and become risk takers. It allows them to see a diverse selection of art and explore art that interests them. They will become evaluative and reflective artists who are able to analyse and critique their own work and that of others.

What we study

The GCSE art curriculum will allow students to become even more expressive and creative. They will be able to create their own personalised journey through a variety of projects. They will study the work of a range of artists, craftspeople and designers.

The course consists of two components:

- Component one: Portfolio, which involves students study the theme of anatomy and looking at album cover artwork.
- Component two: Externally set assignment, which allows students to choose between 7 topics and personalise their journey further.

The portfolio unit allows students to explore both historical and contemporary artists to create their own responses.

Students will be exposed to a range of higher-level materials, processes, and techniques to better their artistic skills and ability. Students will create and present their artistic journey in sketchbooks.





What our students will learn

The projects at GCSE will allow students to gain a wide range of knowledge. They will learn how art based on anatomy has changed over time, from old masters, through to contemporary artists. They will understand why some fine artists create commercial artwork. Students will learn to experiment and reason. The projects will enable them to explore a range of art, in lots of different forms. They will explore their own personal experience and social context and how this can be expressed through their meaningful artwork.

Our GCSE students will learn resilience, patience, time-management, and problem-solving skills, which will set them up for the future. They will further develop their technical skills in a range of materials. Students will become masters of certain materials that they prefer. Students will understand how to use higher level and different media alongside how artists use different materials.

Students will develop their analytical and evaluating skills. They will learn how to formulate and articulate their opinions on artwork of their own creating and others. Students will learn to research and engage with sources, contemporary and historical artists, cultures, popular culture, and current events to realise their intentions and create art with meaning.

Preparation for further study

The GCSE art curriculum allows students to develop their portfolio to open doors to many art-related courses after Hall Mead. Many of our students continue to study art at A-level or BTEC. This course develops students' technical skills and their knowledge to ensure they are well-matched to their counterparts on higher-level courses.

The Key Stage 4 curriculum allows students to be able develop a strong opinion on art, as well as be knowledgeable about a range of styles, techniques, and processes.

SMSC opportunities



Studying art, craft, and design at Hall Mead, students will have the opportunity to explore social commentary, current affairs, and other important situations around the world that could be responded to in their artwork. Students will understand how art links to the world around them and will be able to gain a deeper understanding of art from different cultures.



CHILD DEVELOPMENT

Curriculum overview

This qualification is for learners who wish to develop their knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students with essential life skills as well as further qualifications in childcare, health and social care, psychology, sociology and biology

What we study

All students will study three mandatory topics:

- Health and well-being for child development
- Understand the equipment and nutritional needs of children from birth to five years
- Understand the development norms of a child from birth to five years.

This Level 1/2 Cambridge National Certificate is for students who wish to develop applied knowledge and practical skills in child development. Students will develop the essential knowledge and understanding in child development including reproduction, parental responsibility, antenatal care, birth, postnatal checks, post-natal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in biology and other child development qualifications. Students will gain knowledge of the equipment needs of babies and young children. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes.

What our students will learn

Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.

In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which would be of use in further studies.

In the third topic of study, students will gain an understanding of the developmental norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying

out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected developmental norms. Researching, planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied to many subject areas.

Preparation for further study

This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in childcare, health and social care, psychology, sociology and biology.

SMSC opportunities

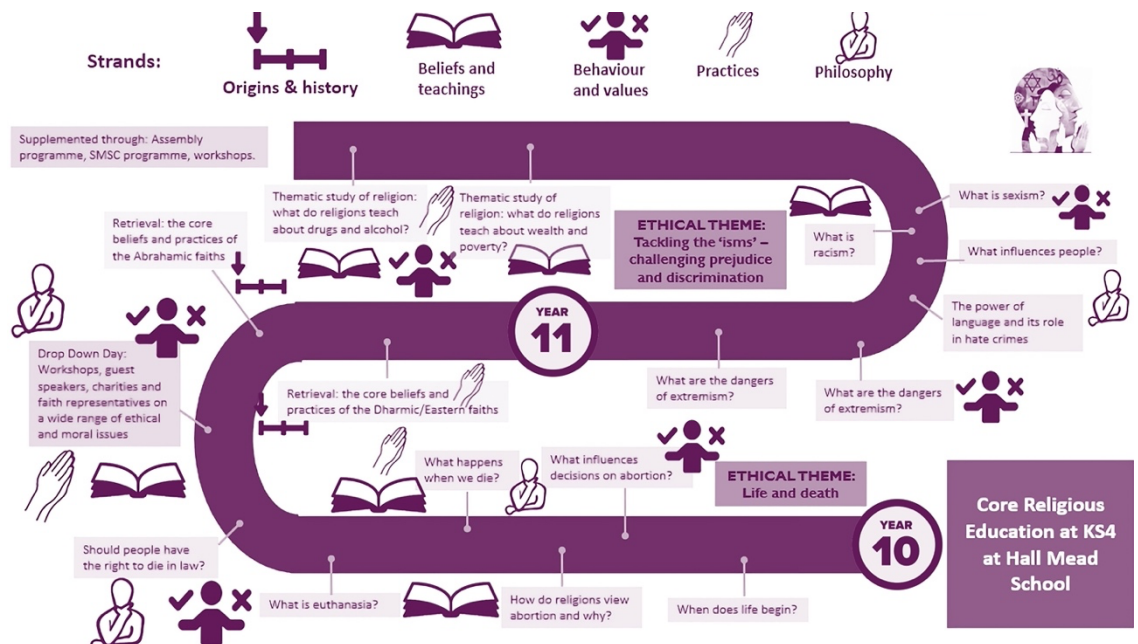
Throughout this course, the learners are encouraged to discuss different aspects of family life and personal choices. They look at different family traditions and cultures, moral, ethical and social influences and issues and the difference between nature and nurture. The course tries to show that how environmental as well as our own behaviours and beliefs, can impact those of the people around us and the children we are in care of. It teaches students to be open minded and unbiased about people who chose and different lifestyle to our own and also about social dangers and impacts on children. At the heart of this course is the child and their safety and wellbeing, teaching the children to be able to live in a diverse community and putting their happiness at the core of families and all child-based settings.



CORE RE & PSCH

Academies must teach RE within the requirements for a locally agreed syllabus. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Religious Studies at Hall Mead is seen as a five-year journey, with teaching hours front-loaded for all students into years 7, 8 and 9 with years 10 and 11 offering the opportunity for further, deeper study through the GCSE course and/or continuation and retrieval through core study. Therefore, the curriculum provides yearly study of Christianity but with all six major world religions studied along the journey.

In years 10 and 11, Core RE study for all students is contextualised around the spiritual, moral, social and cultural issues that are examined within the PSCH programme as part of the teaching of ethical topics, such as sex and relationships, abortion, discrimination and extremism. Students will complete retrieval work on the core beliefs and practices of both the Abrahamic and the Dharmic religions, to reinforce their learning at KS3. They will also have the opportunity to study religions thematically, through studying what religions teach about wealth and poverty, and about drugs and alcohol. Additionally, learning is supplemented and complemented by 'drop down days' which provide an opportunity to engage with different faiths and world views around values and significant moral issues as well as our assemblies and daily SMSC programme.



Personal, Social, Citizenship and Health education (PSCHE) is not an examined subject and therefore there are no terminal exams nor coursework. There are, however, elements of the PSCHE education curriculum which are compulsory study from September 2020 and are covered by statutory frameworks. At Hall Mead, students have a timetabled lesson for this study as well as additional coverage through off-timetable 'drop-down' days, extended tutor periods, SMSC materials delivered by form tutors and other talks and workshops with external providers and charities as may be organised over the course of the year.

We follow the curriculum model advocated by the PSHE Association – the professional, national body for PSCHE – of which we are a member. This sets out the curriculum as three strands, each distinct yet interweaving: Health & Wellbeing, Relationships, Living in the Wider World. All units aim to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Over their years at Hall Mead, pupils will have worked on units in all these strands and continue to build on these at Key Stage 4.

Health & Wellbeing: students will complete a unit on First Aid. This is one of the newly statutory programmes and aims to equip pupils with basic skills in first aid. We have been teaching this for several years, topics including what to do in an emergency, symptoms of common health emergencies and will afford them the opportunity to learn CPR on mannequins sourced from the British Heart Foundation. They will also study HIV, its prevention, treatment and revisit the importance of correct barrier contraception.

Relationships and Sex Education (RSE): This is another element compulsory from 2020 but which is already firmly embedded in our curriculum. In year 10, there are units on health and unhealthy relationships, sex and consent and teenage parenting. In year 11 it builds on units studied in previous years and also brings in a new focus on HIV prevention and treatment. Safe and proper use of barrier contraception is revisited as part of this unit.

Living in the Wider World & Citizenship/RS: Research into Post-16 options and the opportunity to complete application forms in rough in advance. Students are notified about open evenings or experiential days at local providers and some of these will visit schools to pitch their provision to pupils. Students will complete a unit of study on extremism, discrimination and hate crimes. Again, this is part of the new compulsory programme and part of various Government initiatives to build resilience and prevent radicalisation, tackle the rise in hate crime, including Islamophobia, and address some of the inequities in society that lead to resentment.





HALL MEAD

SCHOOL