



THE  
**BRITTONS**  
ACADEMY

**4**  
KEY STAGE



**CURRICULUM YEARBOOK**

## Release Your Inner Drive

In Year 10, the penultimate year at The Brittons Academy, our students embark on their journey to GCSE success and start to consider life beyond the academy. Our slogan is 'Release Your Inner Drive' and 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

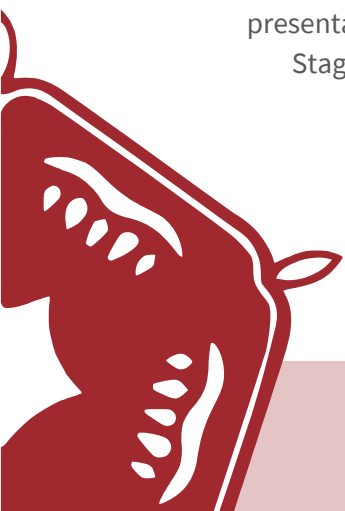
## Rev It Up

In Year 11, our students consolidate their learning across Key Stage 4 and prepare for life beyond Brittons Academy. 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 our students to explore their Post-16 options and the world of work. All students in Year 10 receive a one-to-one careers meetings with our MAT careers advisor alongside tailored information provided by our Careers Lead and Careers Coordinator in the form of assemblies, Q&A opportunities, careers profiles and presentations from local Post-16 course providers or employers.

In Year 11, this support continues with a further one-to-one careers meetings allowing students to review, deepen or change their initial choices and gain specialist advice. They will also receive support in the form of assemblies, drop in application writing sessions, career profiles, Q&A opportunities and presentations from local Post-16 course providers or employers. To further ensure that our Key Stage 4 students are life ready as well as becoming independent thinkers and learners by the time they leave the academy, they are also provided with a plethora of opportunities to develop and model their leadership skills to prepare themselves personally and academically to excel in life beyond the academy and setting a positive example to others.



Although English is a vital life skill that enables us all to communicate and articulate with the world around us, we also want students to have a love and appreciation of the subject - to understand that there are no limitations to their imagination and that discovering the written world beyond their own is empowering, enlightening and enriching. In year 10 and year 11 students will become masters of their craft, using their resilience, curiosity and reflection to achieve their goals.








## What we study

At KS4 students will harness the vast knowledge and skills they acquired throughout KS3 and now endeavour to build and nurture them towards their English Literature and English Language exam. The predominant focus of their first GCSE year will be English Literature texts which will also be used to inspire springboard tasks into Creative and Non-fiction writing as well as Spoken Language. Once in Year 11, they will move their focus to English Language exam skills and the methodical pathway of the exam paper whilst developing their spontaneous response skills for unseen extracts.

Starting with Shakespeare, students will follow a path of studying literature throughout time: exploring and tracking common themes from the 16th Century in The Tragedy of Macbeth; through to Dickensian England in A Christmas Carol; then moving to JB Priestley's criticisms of the early 20th Century and Poetry. By the end of year 10 students will be robustly prepared to express their own views on a Topic of Modern Times through their Spoken Language oral exam. In year 11 they will draw on their broad knowledge to respond to Unseen extracts and produce their own creative and non-fiction writing for their English Language exam

## What our students will learn

By the end of KS4 our aim is for students to have a broad and deep understanding of the literature texts they will be assessed on in their exam and an ability to consider writers' intentions and viewpoints as well as being able to express themselves effectively: they should have a harvest of key quotations for revision and a wide understanding of writer's influences through context. Throughout the two years we will track and enhance students' analytical skills and encourage confidence in their ability to express their own perspectives through writing. The skills we develop in our students are to:








-  Writers as social critics
-  Analyse themes over time
-  Use context to deepen their analysis
-  Broaden students' thinking to express and present their own viewpoints
-  Display an appreciation of writers' methods across a range of genres: Plays, Prose, Poetry and Literary Non-Fiction
-  Explore creative reading and Writing
-  Considering writers' viewpoints and perspectives





## Home Learning

In year 11, homework is set to enhance our students' independent thinking and enhance work undertaken in the classroom. Our homework tasks will include some of the following tasks:

-  Producing visual revision documents
-  Researching contextual topics
-  Creating own presentations
-  Assessment revision tasks
-  Timed essays and exam questions
-  Creative and non-fiction writing tasks
-  Preparation for further study

## Preparation for further study

A qualification in English at GCSE is a fundamental requirement for any student pursuing further education. The skills gained through English Language and/or English Literature underpin every student's ability to meet the challenge of written essays and analysis that are a requirement for any subject 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 English, legal work, public relations, advertising, and translating and interpreting work.

## SMSC opportunities

Throughout this year, students will have an array of opportunities to consider values and issues within society that affect us today including: poverty; social responsibility; prejudice; identity; religion; War & PTSD. They will also have opportunities to debate and express personal experiences, viewpoints and attitudes.



# MATHEMATICS

In Key Stage 4 Mathematics, students will consolidate and expand upon the skills and knowledge they developed at KS3. Through applying this knowledge to challenging and intriguing scenarios, students will secure the best possible outcomes at GCSE and feel confident in continuing their mathematical studies at KS5 and beyond




## What we study

At key stage 4, our students study the AQA exam syllabus looking at the key assessment objectives of: mathematical fluency, mathematical reasoning and problem solving. The course is structured to expose students to the full content of the specification over two years, with the frequent revisiting of the five key strands. In each discipline, students will: understand the mathematical processes, apply these to non-routine problems and reason and argue mathematically. From expressions, angles and estimation, to the more complex topics of surds, trigonometric graphs and set theory, we encourage our learners to appreciate the diverse applications of the maths curriculum.

## What our students will learn

Over the two years, our students will gain an in depth understanding of the five key strands of: number, algebra, ratio and proportion, geometry and statics and probability. Students will develop the fundamental knowledge and skills they have gained at KS3 and use these to explore new concepts. For example, they will apply their knowledge of fractions to more complex scenarios such as algebraic fractions and rationalising the denominator of a surd. Students' understanding of graphs will be deepened by investigating exponential growth and decay and modelling real life situations through the use of quadratic, cubic and reciprocal functions. They will learn about the fascinating concept of right-angled trigonometry, one of the oldest mathematical applications which is still used today and will even branch into solving problems using the sine and cosine rule.

They will develop their mathematical resilience to apply a range of suitable methods to different mathematical contexts. The skills we develop in our students are to:

-  think mathematically, accurately, logically and creatively
-  communicate mathematical ideas effectively by using specialist vocabulary and accurate written notation
-  apply their knowledge, skills and understanding to a range of mathematical situations



## Home Learning

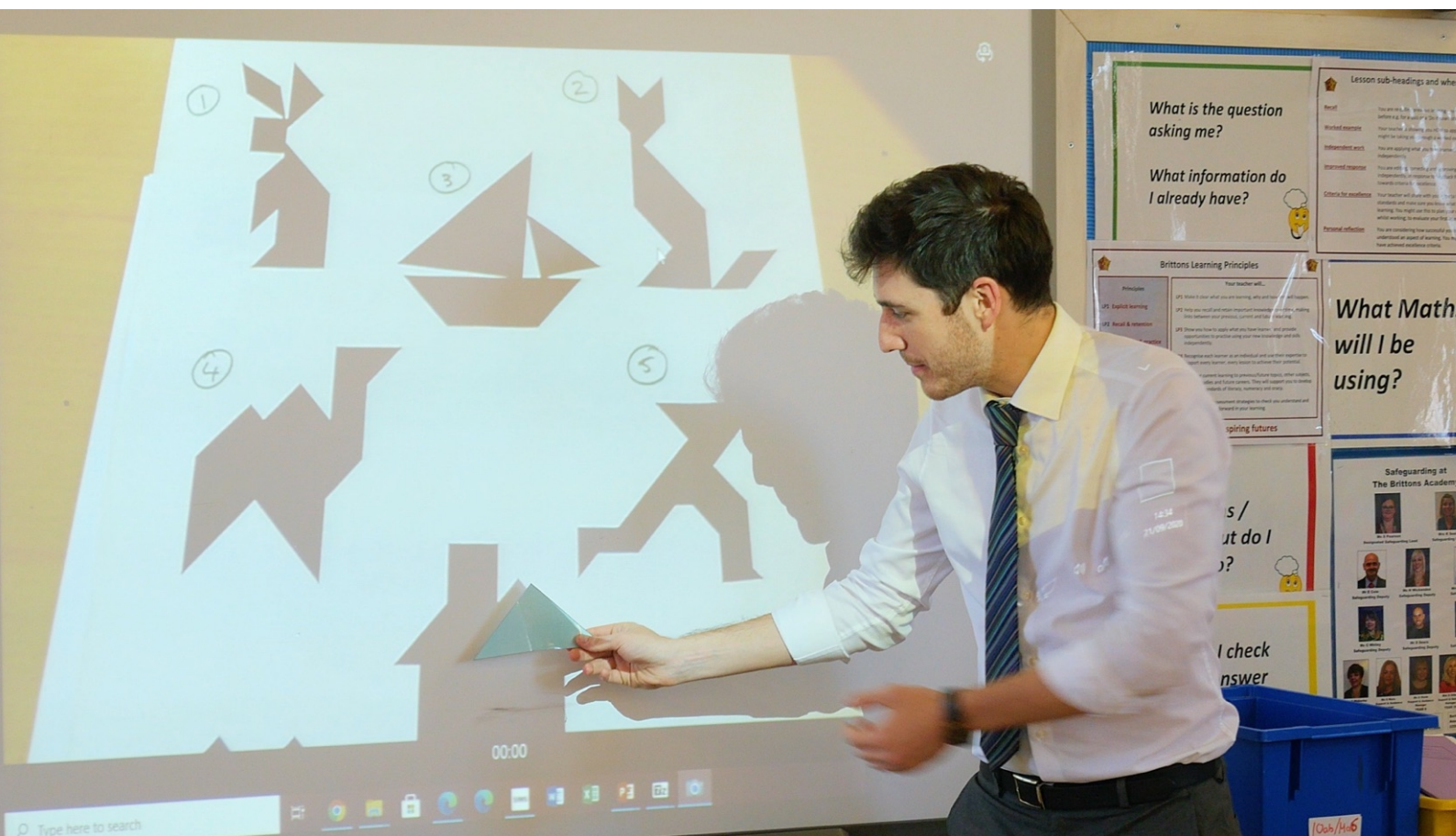
Throughout year 10, weekly homework is set through the online platform of Hegarty Maths. As well as this, students are expected to complete independent study of their areas for development which have been identified after each summative assessment. Students will receive a Question Level Analysis to highlight which areas they are confident with and which areas need to be improved. Hegarty is an excellent platform for supporting students' independent work because it provides them with video tutorials (to enhance classroom teaching) and it provides students with immediate feedback on their work to allow them to track their progress. Teachers will monitor test results and use common misconceptions to inform the future planning of lessons.

## Preparation for further study

A qualification in Mathematics can lead on to further study in A level Mathematics, A level Further Mathematics, Economics and Core Maths. A good qualification in Maths also opens up many doors to apprenticeship courses and is highly regarded by all employers.

## SMSC opportunities

In the KS4 curriculum, students are encouraged to work collaboratively to problem solve, build resilience and explore financial mathematics, such as use of graphs, handling data and probability – skills which will enhance their study across the curriculum and in the world of work.





# COMBINED SCIENCE

At key stage 4, our aim is to enhance the optic of science by deepening students scientific knowledge, understanding, thinking, application and evaluation skills, to appreciate the role of science in shaping our world.

## What we study

In the Combined Science GCSE, our students study a blend of biology, chemistry and physics units to build on their key stage 3 knowledge. All units are spread over the two year course and we use interleaving to revise key topics throughout the programme and encourage links between topics for depth of understanding.

In key stage 4 Biology lessons, 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 hydrocarbon as fuels including pollution and climate change. Students investigate the different factors affecting the rates of chemical reaction 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.

## What our students learn

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



Keeping healthy



Cells and control



Life on Earth



Ecosystem and material choices



The working plant

## Chemistry



Families of elements



Fuels and the atmosphere



Rates of chemical reaction



Extracting metals



Chemicals of the natural environment



## Physics



Particle Model



Waves and electromagnetic spectrum



Forces at work



Radioactivity



Electricity and magnetism



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

## Preparation for further study

A 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.

In particular engagement with GCSE Science is useful for careers in Physiotherapy, Sports Science, Forensics and Pharmacy.

## Home Learning

At key stage 4, our students are provided with revision guides to support their independent study at home. They are expected to use home learning to prepare for frequent assessment to boost their exam literacy and confidence ahead of the GCSEs.

## SMSC opportunities

Throughout the GCSE course, our students are made to think about their lifestyle choices and their social responsibility. We also try to develop them to have balanced and informed viewpoints on contemporary topics such as immunisation, recycling, the use of fossil fuels and genetic testing, to name a few.





# ART AND DESIGN

***“Creativity takes courage”***

Henry Matisse

We firmly believe that studying Art & Design at the Brittons Academy will encourage students to develop a positive attitude towards the visual arts. The GCSE course will help students to develop their observational skills and their artistic understanding of art elements and design principles. We also believe that Art is a subject for everyone. Artistic preferences form an integral part of our everyday lives and the choices that we make; this includes the decisions we make over the clothes that we wear and the ways in which we express our thoughts, feelings and ideas. Students possess the natural ability to present their ideas using a range of methods, the intention is to ensure that we encompass their creative ability in an effort to allow them to produce artistic responses using a range of media. A fundamental aspect of our Key Stage 4 curriculum delivery focuses on looking at the ‘bigger picture’ – students are encouraged to consider their future life choices and articulate their ideas and decisions within their sketchpad. The Art & Design GCSE course equips our students with transferable skills such as collaboration and teamwork as well as analysis and evaluation. Creative problem-solving and risk-taking are also a fundamental aspect of curriculum; these are essential life skills.

## **What we study**

Our Art students are provided with the opportunity during Key Stage 3 to build upon basic Art and Design knowledge and skills that will allow them to communicate aesthetically through conceptual ideas and meaning. The development of these skills and practices support their transition to the GCSE programme of study.

Art GCSE affords students the opportunity to focus on themselves. The curriculum will allow students the opportunity to take into consideration their own life experiences and the world around them. Student observations, as well as their practical and written work will reflect their thoughts and feelings on the studied topics in a unique and personalised way. Students will undertake a Fine Art course that will allow them to develop an understanding and application of formal elements and creative skills which include mark making, drawing, printing, mixed media and photography.

The course will encourage students to use their sketchpads for their personal investigation and enquiry – this sketchpad will visually communicate and express their artistic journey in a sensitive and personalised way in an effort to support their intentions. Artists’ research and sources will also contribute to students’ development of ideas; this will be from contemporary and historical works but can also contain explicit reference to societies, cultures and periods of time. When undertaking research, there will be opportunities for students to work collaboratively, specifically in the development of practical outcomes.

The course consists of two components, these being component one that requires students to develop a personalised portfolio. Component two is an externally-set assignment.



There will be opportunities for students to present their final outcomes in a way that best suits their practice and personal preference. They will also complete the process of developing an Artist statement where they will outline their key decision-making, techniques as well as the processes and media used in creation.

## What our students learn

By the end of the course, our students will:



Understand how to use a variety of artistic disciplines in their prep work and final outcomes. Examples of artistic disciplines include drawing, painting, photography and mixed media.



Be able to analyse the work of others.



Develop ideas and practical pieces which take into consideration personal and social context.



Develop their individual self-expression through an appreciation of the work of others.



Incorporate their own personal and social context into the creation of practical pieces.



Develop and evaluate ideas.



Articulate their thoughts and ideas to an Examiner and Moderator in an effort to justify their decision-making.

## Home learning

In Art, students are set homework on a fortnightly basis. All homework activities are designed to extend students' knowledge, skills and understanding of the elements covered within lessons. There will also be opportunities for students to take part in both national and international projects that have explicit links to galleries; this provides a platform for students to showcase their artwork.

## Preparation for further study

Having completed the GCSE course, students can now access Further Education in Art & Design subjects; these include the following A' Levels: Fine Art, Graphics, Interior and Architectural Design and Photography. These courses will lead to an Art Foundation which will prepare students for Degree level. In the event that students do not wish to undertake an A' Level programme of study, they can also access Vocational Diplomas and BTEC courses in Art & Design.

## SMSC opportunities

Studying Art & Design at the Brittons Academy will encourage students to develop and demonstrate their own viewpoints and interpretations when responding to Artist's work. When analysing these works, further opportunities will be afforded for students to develop both critical and alternative viewpoints. The subject further supports individuals in the development of their own self-confidence and discipline through the expression of their thoughts and feelings in a visual tactile and sensory form. The analysis of creative works will also encourage students to identify and question moral considerations in the development of their ideas. Art trips are an integral part of the curriculum. These allow students to observe artists in action and exposes them to different genres of Art and enhances their understanding of how meaning is conveyed.

At key stage 4, our aim is to deliver an inspiring, relevant and practical course so our students use knowledge and insight to tackle and approach child development issues in a variety of contexts, considering the needs of parents and care givers.

## What we study

The Child Development qualification is an equally balanced course which gives students the opportunity to explore the theory and practical aspects of supporting children's critical years.

During the programme, students will develop knowledge and understanding of the health and well being of children from the ages of birth to five years. Students will understand the young people's needs with a focus on equipment and nutrition. They will also explore how children develop emotionally, socially and intellectually and the expected stages to measure this.

This course covers a wide range of topics, including reproduction, antenatal care, childhood illnesses and safety. The knowledge gained has many cross-curricular pathways including science, food and nutrition.

## What our students will learn

Over the two-year programme, our students will develop practical and interpretational skills including:



Analysing methods of contraception and feeding equipment



Investigating safety, hygiene and ergonomic factors



Evaluating evidence from observation and case studies



Developing activity plans to enhance an area of a child's development



Practical skills such as practising food hygiene and preparing health meals for children

## Preparation for further study

A qualification in Child Development can lead on to further study at A Level in Psychology, Sociology and Biology. In addition, there are a range of BTEC and Apprenticeship opportunities in childcare and health or social care.

## Home Learning

Throughout key stage 4, weekly homework is set to encourage our students to embed their classroom learning; they are given a range of research tasks to deepen and extend their knowledge of each topic, with a focus on applying to real life examples. We also provide a textbook and workbook to support students' exam technique and encourage them master the application of new knowledge taught.





## SMSC opportunities:

Through this GCSE course, our students learn about the principles to support child development. Our students explore the social, moral and physical implications of child development and in doing so, they encounter opportunities to show respect for individuals' beliefs and values in classroom discussion and through their written work. They explore the rights of children and how to promote fair and equal treatment of others. our aim to is deliver an inspiring, rigorous and practical course so our students use creativity and imagination to solve real and relevant problems, within a variety of contexts, considering their own and others' needs, wants and values.



# COMPUTER SCIENCE

## What we study

At key stage 4, our students study the AQA syllabus and will be made to think about how technology is created, how algorithms create computer codes and the importance of cyber security in the real world. They 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; it challenges students on the theoretical knowledge of computer systems.

## What our students learn

Students will gain an in depth understanding of how a computer works, thinks and how can programme 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.

## Home Learning

At key stage 4, homework will be focused around research and independent study tasks, to further students' knowledge of classroom learning and to prepare students to revise independently for their final examinations.

## Preparation for further study

A qualification in Computer Science can lead on to further study in A levels, BTEC or possible apprenticeships.

## SMSC opportunities




In the KS4 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.



# CONSTRUCTING THE BUILT ENVIRONMENT

## What we study





The Construction Level 1 / 2 qualification has been devised around the concept of 'plan, do, review'. This approach mirrors many work-related activities in constructing the built environment and also provides for learning in a range of contexts. Throughout this course, our students' study:

-  Safety and security in construction
-  Practical construction skills
-  Planning construction projects

Through each unit, students learn how to minimise risk to themselves and others; how to interpret technical information to plan the refurbishment of a building and how to plan straightforward built environment development projects. They will also learn about the world of construction, individual roles within construction and specific knowledge related to skills in each area.

## What our students will learn

Over the two year programme, our students will develop their skills in:

-  Risk management
-  Problem solving
-  Interpreting technical information to identify necessary materials, tools and equipment
-  Completing a range practical tasks including carpentry, electricals, plumbing, tiling, plastering and bricklaying

We also support our students to work with each other, preparing them to work alongside other professionals in the work environment.

## Preparation for further study

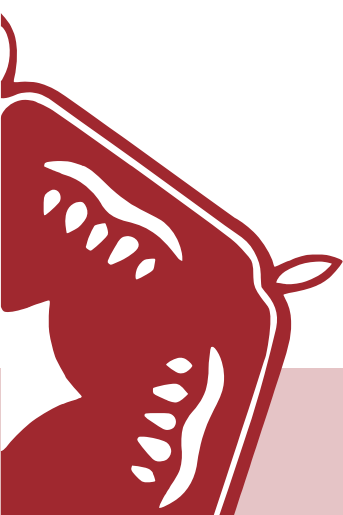
A qualification in Construction can lead on to further study at college. Students can specialise in a particular area of construction for an apprenticeship.

## Home Learning

Throughout key stage 4, weekly homework is set to reinforce the learning from the classroom. Our students are encouraged to complete research tasks to deepen their understanding of key topics. In addition, we provide students with worksheets to allow them to apply new knowledge to new situations, to aid their retention.

## SMSC opportunities:

Throughout the course, we encourage our students to think about their applications on individuals, societies and businesses, considering the points of view of others. Learners will have opportunities to 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.





# DESIGN & TECHNOLOGY

At key stage 4, our aim is to deliver an inspiring, rigorous and practical course so our students use creativity and imagination to solve real and relevant problems, within a variety of contexts, considering their own and others' needs, wants and values.

## What we study

The Design and Technology GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their own creativity and imagination to design and make prototypes to solve real and relevant problems, considering their own and others' needs, wants and values.





The course is structured to expose students to the full content of the specification over two years, with the frequent revising of seven key units that cover new and emerging technologies, energy systems and devices, designing and making principles and the sources and origins of materials used today

Our course has one non-examined assessment which involves students receiving a contextual challenge – they are given a design problem that needs to be solved and they will identify their own client and target market, and will base their research and decision making with this in mind. The project is a celebration of their five year journey, from planning to prototype and a chance for them to have ultimate freedom of design.

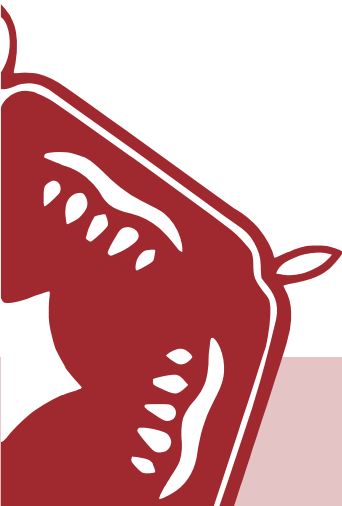


## What our students learn

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

-  Identify, investigate and outline design possibilities
-  Designing and making prototypes that are fit for purpose.
-  Analyse and evaluating design decisions and outcomes
-  Demonstrating and applying knowledge and understanding of: technical principles, designing and making principles

We also support our students to develop their mathematical and scientific understanding of calculation, quantities, area and volume, scaling drawing and use of percentages to ensure precision in their practical applications.



## Preparation for further study

A Design and Technology GCSE prepares students for future study or work in the area of construction, plumbing, electronics, graphics or engineering to name a few. With this GCSE, our students often narrow their specialism for further study in one area at A level, BTEC or on an apprenticeship programme.

## Home Learning

Throughout key stage 4, weekly homework is set to reinforce the learning from the classroom. Our students are encouraged to complete research tasks to deepen their understanding of key topics. In addition, we provide a textbook and workbook to support their exam study and set tasks to practice exam-based questions, to improve their exam technique and master the application of new knowledge taught.

## SMSC opportunities:

Throughout the GCSE course, our students are made to consider the impact of using materials and industrial processes on the wider world. In particular, we discuss the impact of industry on the environment, the depletion of resources and the development of new renewable materials to protect our planet for the future.



# DRAMA

Creativity, collaboration and confidence are at the heart of drama at The Brittons Academy. We believe that drama is a fundamental subject for the development of reciprocity, oracy, imagination and creative thinking, whether students go on to careers in The Creative Arts or elsewhere. They will develop transferable skills which will be imperative to all aspects of their future success.

## What we study

Students' knowledge from Key Stage Three provides them with a secure platform from which they can succeed at GCSE drama. The GCSE Drama course (Eduqas) is an active and diverse course which allows the students to expand their knowledge and understanding of theatre through a range of texts. The course introduces the students to different theatre styles and theatre practitioners, via a range of workshops. These workshops are the basis for Component 1 where they must devise their own piece of work for performance, create a portfolio detailing this process and then complete a written report evaluating the final performance. In Component 2 students study a text such as *The Curious Incident of the Dog in the Night-Time*, *Girls and Dolls* and *DNA* and then perform extracts from this to an external examiner. The final section is Component 3 which is a written examination based on a set text (*Hard to Swallow*-Mark Wheeler) and live theatre review.

Throughout the course students are given the opportunity to attend theatre trips to provide a resource for their live theatre evaluation. Key life skills learnt throughout the course will arm students with a variety of skills that employers are currently desperate for including professionalism, resilience and independence. We aim to develop inclusion for all and offer non-practical elements such as costume design for students who want to gain a wider understanding of the performing arts industry.

## What our students learn

By the end of the course, our students will:



apply knowledge and understanding when making, performing and responding to drama



explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created



develop a range of theatrical skills and apply them to create performances



work collaboratively to generate, develop and communicate ideas



develop as creative, effective, independent and reflective learners able to make informed choices in process and performance



contribute as an individual to a theatrical performance



reflect on and evaluate their own work and that of others



develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice









adopt safe working practices.





## Home Learning

In GCSE drama homework is set to enhance our students' independent thinking and enhance work undertaken in the classroom. Our homework tasks will include some of the following tasks:

-  Completion of revision materials such as revision clocks to consolidate knowledge and understanding of topics covered in the classroom
-  Concept map planning documents in order to plan and structure GCSE exam responses
-  Completion of exam questions
-  Developing practical skills through expanding students' experience of live theatre by watching online streamed performances
-  Completion of the Component 1 coursework portfolio to support students' practical performance exam
-  Researching contextual topics for both practical and written components.

## Preparation for further study

This course allows students the opportunity to prepare for the wider world of theatre they can explore at KS5. Through developing a broad knowledge of playwrights, practitioners, genres and performance skills they are fully equipped to be successful in studying drama at KS5.

## SMSC opportunities

Drama at The Brittons Academy is creative and challenging. It develops the overall confidence of students in all areas of their education and beyond, leading them to become self-assured, motivated and committed young adults in the pathway they choose. Drama students follow a variety of career pathways in many different areas, from Television, Scriptwriting, Stage Management, Theatre director, Teacher, Presenting, and Stage/Costume designer. The areas of study have been designed to challenge and create students who persevere and believe in themselves.



# GEOGRAPHY









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. 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 KS4 qualification are that learners should 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. 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 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
-  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
-  Writing to explain causality (cause/effect) through the development of developed and elaborate chains of reasoning
-  How to use context to deepen their understanding space and place through specific locational examples
-  Detailed understanding and application on the varying nature of core themes: capacity, vulnerability and sustainability



## Preparation for further study

Geography is a popular GCSE and opens doors. Due to the impressive knowledge and skills you will gain, Geography is a 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 education course!

## 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 KS4 – 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.





# HISTORY

At key stage 4, our aim to is enhance the student's knowledge and skill-set of a historian by deepening their understanding of a wide-range of time periods, places and individuals.

## What we study

In the History GCSE course, students explore the Anglo-Saxon society through a close analysis of power, government and the last years of Edward the Confessor's reign. Students will also learn about the Norman Conquest and the methods used by William to control and change England, including terror, land ownership and architecture.






The thematic study provides a focus on definitions of crime, the purpose of punishments and the evolving nature of law enforcement. Students contrast different time periods in this study to develop their skills in change and continuity.

With a focus on the early 20th Century, students consider the challenges and achievement of the Weimar Republic, the rise of the Nazi's and Nazism. They will look beyond Europe and consider the importance of the Wall Street Crash in gaining support for Hitler, encouraging them to link and triangulate events on a wider scale.




Finally, through students' study of the Cold War, they will explore how ideologies can shape society and the impact of political crises, actual and potential, have influenced the modern world and how we now live.

## What our students will learn

By the end of the GCSE, our aim is for students to apply their historical knowledge and understanding through the study of:

-  British Depth Study of Anglo Saxon and Norman England
-  Thematic Study of Crime and Punishment from 1000-present
-  Historical Environment on Whitechapel in the 19th Century
-  Modern depth study of Weimar and Nazi Germany
-  Period study of the Cold War

We also develop students' historical skillset and challenge them to:

-  Evaluate change and continuity
-  Analyse causation and consequence
-  Think critically and consider alternative interpretations



## Preparation for further study

A History GCSE is well valued by colleges, universities and employers as it is an EBACC subject that contributes to students' progress 8 scores. History is an academic subject that gives students a range of skills that are required for future careers in several different areas such as a law or journalism.

## Home Learning

At key stage 4, our students are provided with revision clock projects for each topic to support their independent study at home and ensures that students can confidently recall the knowledge they have learnt. In addition, students will complete exam questions at home to prepare them for the exams. They are expected to use revision clocks and other revision material to prepare for assessments.

## SMSC opportunities

Throughout the GCSE course, our students are made to consider key British values through the study of significant events in history, the concepts of crime, punishment and law enforcement. Students will engage in conversations about the role of individuals, institutions, attitudes and technology and how they have affected the past



# MEDIA STUDIES

## What we study

At key stage 4, our students study the Eduqas syllabus in which we will learn the language media speaks in, how people are represented, how the media industry works and how the audience influences how something is interpreted. We will look critically at different media types ranging from printed media, music videos, radio, television genres and the gaming industry.

The course offers the opportunity to learn the process of critical thinking and analysis and will also challenge students to be creative in the creation of their own media product at the end of year 10 that will emulate an existing genre.

## What our students will learn

Students will gain an in depth understanding of how the media industry works and the mediation process involved with bringing media to different audiences. They will develop a keen sense of analysis and independent critical thinking that should prepare them to approach media and question the validity and real meaning behind it. Students will study up to date and historical media texts that will illustrate a range of social, moral and cultural contexts and how they have changed over the past 70 years.

It is crucial that students develop their own practical production skills and students will be taught to apply what they have learnt about a genre or media type into creating their own version with the view to be able to compare the product with the style and quality of those already existing in the real world.

## Homework

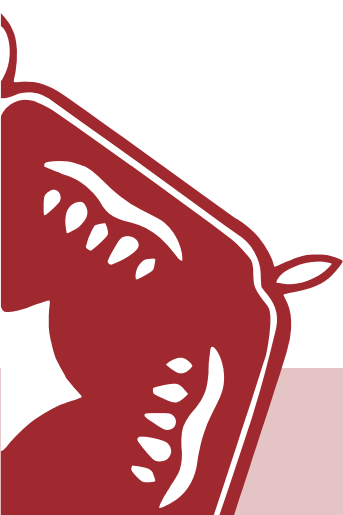
At key stage 4. Homework will encourage students to spend time researching and developing their analytical skills. There will also be the opportunity to consolidate learning in the classroom and revise key vocabulary and terminology.

## Preparation for further study

A qualification in Media can lead to further study in A Levels or BTEC. Students will have the option of pursuing a more practical pathway or a more academic pathway depending on their interest.

## SMSC opportunities:

Throughout the KS4 curriculum, students are encouraged to develop critical thinking in terms of representation of different sections of society and will be repeatedly asked to reflect on the nature of who is behind the creation of the message and what the impact will be in real life. It is imperative for students to evaluate the role media has in changing opinion, habits and relationships throughout the changing modern world.



*“Il n’y a pas de raccourci pour aller là où ça vaut la peine d’aller”*

There are no shortcuts to any place worth going







Our mission as a department centres on languages providing an opening to and discovery of French speaking countries around the world. Through the exploration of other cultures, we foster children’s curiosity and enable them to express their ideas and thoughts in another language.

## What we study

For GCSE French, we follow the AQA GCSE specification which builds on the grammar and vocabulary taught at KS3. Students will have been exposed to the knowledge and skills required for GCSE and beyond in a graduated and supportive way throughout KS3, which allows us to focus on developing depth of understanding and complexity at KS4. 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 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 French and English.
-  Translate into English and into French from different contexts.
-  Write extended pieces relating to different topics applying vocabulary, grammar and linguistic structures.





## Home Learning

At Key Stage 4, our students are provided with a grammar and translation workbook to support and extend their knowledge of the language. The grammar points cover a wider range of vocabulary to give students the confidence to be able to understand and use grammar in lots of different contexts. Exercises and explanations are tiered although all students are expected to complete all tasks. Students also brush up on useful strategies to help tackle translations. Vocabulary learning is also set regularly and tested in lesson. In addition, students are required to complete exam questions from a booklet at home to practise for the speaking exam.

## Preparation for further study

Having completed the GCSE French course, students can now access AS and A' Level French. There are explicit links between the curriculum at KS4 and KS5; 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 KS5 French curriculum. Students who study A' Level French will often go to study the subject at Degree level.

## SMSC opportunities

Studying French at the Brittons Academy will introduce students to the cultural and social differences between Great Britain and French 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 in an effort to share their ideas and viewpoints.



# MUSIC

*“The world has music for those who listen”*

Shakespeare

We believe that studying music at The Brittons Academy allows students to experience the joy of creating, performing and exploring new possibilities within sound. All students have a natural ability to appreciate rhythmic and melodic aspects of music which we strive to refine and celebrate within our music lessons. Music is such a broad and diverse subject that makes links with almost all subjects in the curriculum which can only serve to enhance them both academically and creatively. The nature of our music education equips our students with vital transferable skills such as self-expression, confidence, creativity and collaboration, which help them to succeed.

## What we study









Students’ knowledge from Key Stage Three provides them with the tools they need to succeed in the BTEC music course. BTEC Music Firsts is a hands-on, interesting and practical way for students to understand how the music industry works and the variety of jobs that are available to them as a career option. The first of two mandatory units; Unit 1: The Music industry informs student of the many different organisations that work together to make music available to the public and will give the students more of an understanding of how you can earn money in the industry and the range of employment types they could undertake. The second mandatory unit; Unit 2: Managing a Music Product sees students thinking creatively when designing a music product whether it be a live event or a CD, and to then design and distribute promotional materials that will help their product to become a success. The third unit will be Unit 6: Introduction to Music Recording, where students will become the roles of sound engineer and music producer as they set up and record a song of their choice followed by editing it using music software.

Throughout the BTEC student will gain first-hand experience of some of the exciting vocations they could take on in the music industry. They will learn more about income and employment patterns that are sure to set them up for the future whatever the profession they choose. With their knowledge of how unions and trade bodies serve their members they are fully prepared for employment in any field. Working as part of a team and preparing pitches are vital skills that will serve them well in their future.








## What our students learn

By the end of the course, our students will:

-  Knowledge of all the jobs available in the industry and be able to describe them
-  Know of all the employment types available to workers
-  Understand how unions work and what they can offer
-  Can identify the variety of organisations that underpin the industry
-  Evaluative, creative and problem-solving skills will be developed
-  Be able to competently navigate music software
-  Know about favourable production techniques
-  Understand optimal microphone placement and recording equipment

## Home Learning

Completing homework at KS4 is vital in retaining essential knowledge and subject specific vocabulary in music. Students are required to complete the following types of tasks as part of their home learning;

-  Create revision clocks based on both Unit 1 and Unit 6 knowledge
-  Compose their own multiple-choice questions showing a 'process of elimination' approach to finding the answer
-  Producing their own flashcards
-  Answering essay style questions in timed conditions
-  Researching topics such as job roles and licencing



## Preparation for further study

Once completing the Level ½ BTEC, students can further their learning through completing the Level 3 BTEC in Music. With their knowledge of music technology they could progress to completing an A Level in Music Technology and then onto completing a Music Technology degree.

## SMSC opportunities:

Learning about music at The Brittons Academy 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.

Through the delivery of our BTEC sport course, it is our intent to develop confident individuals who are able to communicate their ideas verbally and in written form. Students study four units across the course.

For Unit 2 (practical sports performance) students learn the skills, techniques and tactics to be able to perform competitively in two sports. They learn the rules and roles/responsibilities of officials and how these are applied. In addition, students become competent at reviewing their performance and make recommendations on how to improve. Unit 6 (leading sports activities) students learn the skills necessary to be an effective sports leader. They use these to lead a sports session and evaluate their effectiveness recommending how to improve.

In Unit 3, (applying the principles of personal fitness) learners gain the knowledge and skills to be able to identify areas of weakness in their fitness levels. They learn to plan and take part in a six-week training programme that brings about improvement in their fitness. Finally, they demonstrate the ability to be reflective thinkers as they evaluate the success of the training programme.

Unit 1 (fitness for sport and exercise) provides the students the opportunity to learn more on how to train and prepare for sport and exercise. They begin to understand how these skills can be used either as part of a future career in the sports industry or as part of a healthy active lifestyle.

## **What we study**

In this course, our students study the Edexcel BTEC syllabus looking at the four key units: Fitness for Sports and Exercise; Practical Sports performance; Leading Sports Activities and Exercise for Personal Fitness. In these units our students learn key concepts of physical health including: the components of fitness; exercise intensity; methods of training; fitness testing and principals of training. Knowledge from these areas will develop students' understanding of how to exercise safely to bring about improved sports performance in themselves and others.

This course challenges students' practical and theoretical knowledge and application of sporting activities. By studying invasion games such as basketball and netball, students will become experts in selecting and applying a range of skills and tactics to be successful in the game, developing their ability to evaluate their own and others' performance.









## What our students will learn

Over the two years, our students will gain an in depth understanding of how the body improves its performance through exercise and training. Students will learn how different training methods can be used to target different fitness components and how to apply the aerobic training zone to improve aerobic endurance.

Over the two years, our students will develop a full a range of personal and interpersonal skills to be able to:

-  Plan and lead their own sports session
-  Use equipment safely and accurately
-  Develop their presentational and instructional skills
-  Work with others and display effective team work



## Home Learning

Throughout this course, weekly homework is set to enhance the classroom learning. Students are encouraged to research different areas of key content, including: sports rules and regulations and the attributes of sports leader. Students are also set research tasks to ensure flipped learning strategies maximise their participation in lessons. The modular nature of this programme also means that students are expected to edit and improve their assignments using new learning.

## Preparation for further study

A qualification in BTEC First for Sport can lead to further study on a level 3 BTEC National qualification, which is equivalent to A level standard. Alternatively, students who excel in this course can apply for an A level in Physical Education as further study.

## SMSC opportunities:

Throughout the delivery of the BTEC Level 1/2 First Award in Sport, learners will have the opportunity to develop socially by working in teams/small groups in co-operative/competitive situations. Respect will be taught through the different methods of peer assessment used to bring about improvements in student work, constructive feedback will be encouraged in order to do this. Students will have the opportunity to officiate in different sports, moral concepts of fair play and ability to remain unbiased will be enhanced. In unit 6, students will learn about the attributes of a sports leader, here they will learn more about the aspects of SMSC in fulfilling such a role.

# RELIGIOUS STUDIES

Whether you consider yourself a religious person or not, or whether you think religion has played a positive or negative role in history, it is clear that religion and belief play an invaluable role in developing thoughtful, confident and considerate citizens, who will undoubtedly engage with members of different faiths throughout their lives.

## What we study

Students' knowledge from Key Stage Three provides them with a secure platform from which they can tackle the GCSE RE course. The GCSE course which is studied at The Brittons Academy is Edexcel Specification B. Within this specification, students study Christianity as the main religious tradition of Britain, and Islam as their second faith of focus. Students will also compare these religious belief systems with non-religious groups, such as Humanists. As a result, students will come to understand their personal views as well as alternative views of those around them. Students will discover, explore and consider different viewpoints relating to a range of issues.







Students will investigate in depth the core religious beliefs, and practises of Christians and Muslims. These units will enable students to apply the divergent religious beliefs to different ethical issues building on their studies from Key Stage Three.

Examples of the ethical units which students investigate in GCSE RE include Crime and Punishment, and Peace and Conflict, where students will apply their knowledge of religious beliefs and practises to challenging topics.



## What our students learn





By the end of the year, our students will:

-  interrogate sources of authority around morality, equality and belief systems.
-  evaluate the role religion plays on issues in society.
-  outline, explain and evaluate religious and non-religious beliefs and practices using evidence.
-  develop religious literacy through writing, discussion and debate.
-  share and justify opinions and beliefs, and link these to how we live our lives.
-  reflect spiritually and ethically.



## Home Learning

In GCSE Religious Studies, homework is set to enhance our students' independent thinking and enhance work undertaken in the classroom. Our homework tasks will include some of the following tasks:

-  completion of examination questions
-  creation of revision materials, such as revision clocks
-  researching contextual topics, by for example watching news programmes or documentaries
-  linking learning from religious education to the wider world by, for example, explaining how a suggested film links to an issue being explored in lessons.

## Preparation for further study

GCSE RE supports students' transition to Key Stage 5 by equipping them with essential knowledge of religious beliefs and practises. A Level Religious Education courses investigate the Philosophy of Religion and the Philosophy of Ethics where students will for example interrogate the arguments for the existence of God and the application of ethical theories. The GCSE course that students follow at The Brittons Academy provides a strong basis for A Level Religious Education. By the end of Year 11, students will be competent in using sources of authority to evaluate different religious beliefs. Students will have further developed their ability to outline, explain and evaluate in depth and justify their ideas with a range of relevant religious teachings and specific religious evidence.

## SMSC opportunities

The GCSE curriculum looks at divergent Christian and Muslim beliefs and practises, as well as non-religious theories. Throughout the course, students will investigate divergent ways that religious and non-religious groups apply their religious beliefs to daily life as well as to some of the more challenging questions faced by society, for example relating to euthanasia. There is a key focus on tolerance, respect, appreciation of alternative viewpoints and living together peacefully in society. This will enable students to further develop an understanding of their own belief system and the importance of challenging stereotypes in their daily lives.





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