

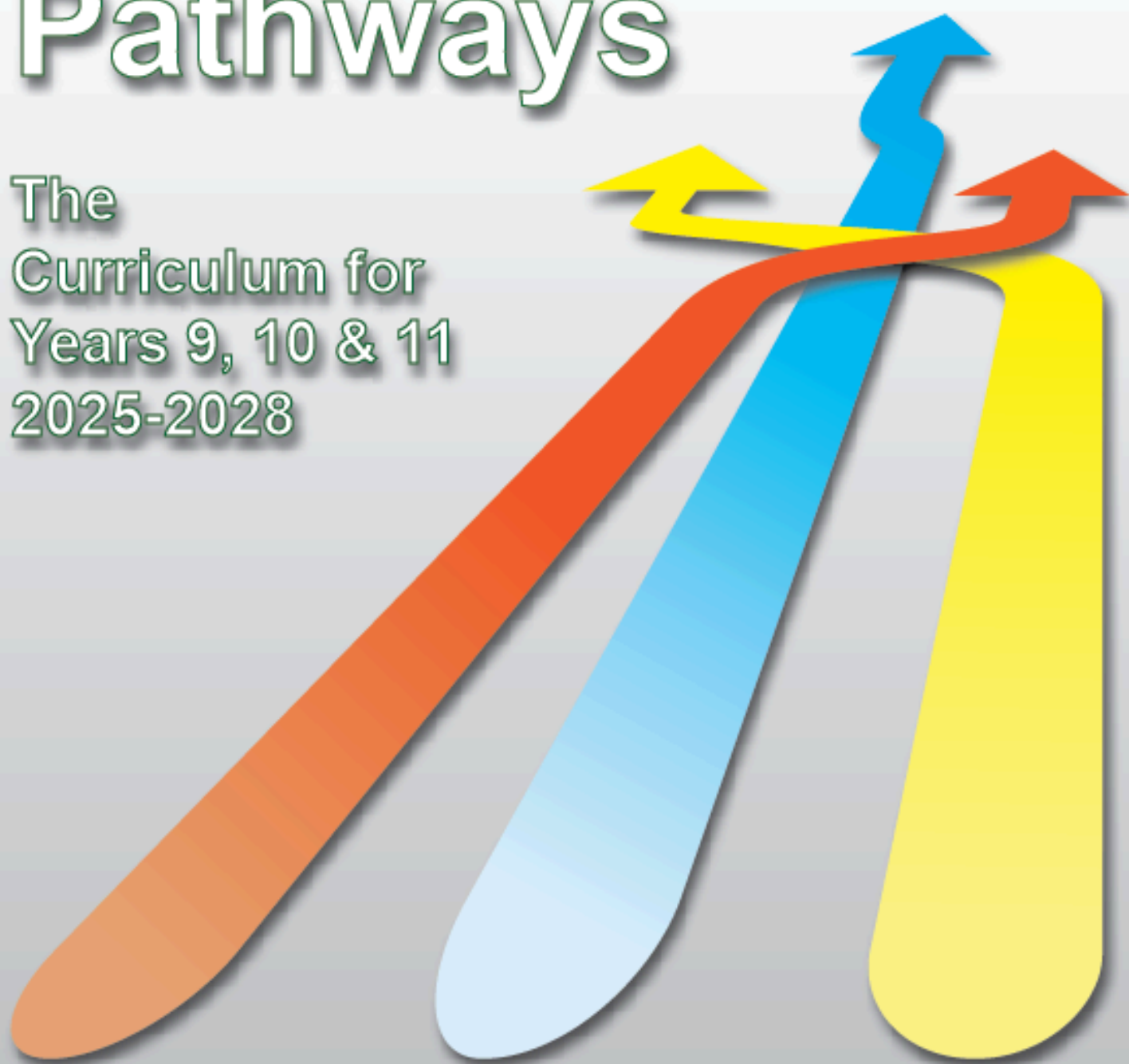
Harrow Way Community School



Learning for Life, Success for All

Pathways

The
Curriculum for
Years 9, 10 & 11
2025-2028



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HEADTEACHER'S INTRODUCTION

Dear Parent

This booklet is designed to help guide you through our Pathways process which will be completed online. You will be emailed a Pathways Choices Form separately on which to make the choices for your child.

As you may already be aware, the school operates an individualised curriculum structure of which we are very proud. We want to give our students the opportunity to experience a variety of subjects before making their options choices for Year 10. We call this process the Year 9 'Pathways' because it gives students the opportunity to continue with a broad and balanced curriculum that is relevant to them and helps to prepare them for the various futures that they might face. Students are able to choose to continue with some subjects into Year 9 and also have the opportunity to try out new subjects that, in some schools, are only available at Key Stage 4. We believe getting students into the right courses as soon as possible to engage, inspire and be relevant to them is important but we also do not require students to choose their final options for Year 10 and 11 at this time. 'Pathways' is only the first step of the options process - choices are refined and focused again next academic year. Next year's final options stage will be supported by information in another booklet.

The purpose of this booklet is to help you and your child gain a greater understanding of the courses of study that he/she can choose to follow in Years 9, and possibly 10 and 11. Please go through this important document with your child before watching the presentations as part of our **Year 8 Curriculum Information**. The Pathways Choices will be available on MCAS following the Consultation Evening on **Thursday 27th March**. You will then need to complete these by **Tuesday 1st April 2025**.

One of the school's aims is to provide a curriculum that is broad, balanced and relevant for all and that provides appropriate progression routes post-16. Accordingly, in Years 9, 10 and 11, all students will follow a core curriculum which is complemented by a range of subjects that they will take, following advice, guidance and consultation with their teachers and parents. In Year 9 the core will comprise English Language, English Literature, Mathematics, Combined Science, Physical Education, Personal Social and Health Education, Personal Development and Religious Education.

The additional subjects are grouped within six blocks and your child must choose one from each column, each subject being taught for three lessons per fortnight. This will allow students to study a package of courses that they enjoy and that will benefit them as they progress to Further Education/training and/or their chosen career. Students will study their six subject choices in Year 9 and are then likely to reduce to four subjects (in addition to the core) for Years 10 and 11.

Significant changes have taken place across all GCSEs in fairly recent times and whilst these probably will not influence students' choices much, it is worth bearing them in mind:

- All subjects have terminal examinations only with less emphasis on coursework.
- Students will now have to sit far more examinations than in previous years.
- Fewer subjects are split into 'Foundation' and 'Higher' tiers.
- Within exams, there are longer form questions and essays and not just those requiring short answers.

All subjects are valuable qualifications and whilst the core subjects are important as they support a rounded education, specialist subjects are also important especially if a student wishes to go and study these subjects further or work in the specialism.

The English Baccalaureate (EBacc) is a performance measure, not a qualification. It is not compulsory, but Ofsted will take it into account when inspecting the school. Many universities have been consulted over the subjects included in EBacc and so it follows that students with this list of qualifications will have increased chances when applying to universities in the future.

EBacc (English Baccalaureate):

This measurement includes examinations passed at Grade 5 or above in:

- GCSE English Language or Literature
- GCSE Maths
- GCSE Combined Science or any two from GCSE Biology, Chemistry, Physics and Computer Science
- GCSE French or Spanish
- GCSE History or Geography

We are committed to providing students with a broad and balanced curriculum but are also ambitious for our students and committed to providing them with an education that prepares them fully for the competitive world of employment and higher education study in front of them. Therefore, in addition to English Language and Literature, Maths and Combined Science, all Year 8 students **MUST** choose to study both **Geography** and **History** as a Year 9 Pathway. We also recommend that all students who are currently studying a language continue to study their current language (they may choose to study both). We are ambitious for our students and believe that this is the correct choice for the majority of the year group.

Please note that students may choose either Food Technology or Design Technology but they may not choose both. Students are allowed to choose from all Performing Arts subjects offered in Year 9, but will be unable to study both Dance and Drama in Year 10. The same situation applies to Art & Design and Photography, where both subjects can be studied in Year 9 but only one can be taken forward into Year 10.

Details of all courses can be found in the following pages. We will make every effort to provide all of the courses offered, but reserve the right to run reduced or additional courses depending on group numbers, staff and government policy. If any of your child’s chosen courses do not run, an alternative course may need to be followed. In such an instance, a member of staff will be in touch to discuss this.

DATES FOR YOUR DIARY

| | |
|---|--|
| <p>Thursday 27th March Year 8 Virtual Consultation evening 3:30 to 7pm Pathways choices can be made on MCAS or Student portal after the event</p> | <p>Tuesday 1st April All Pathways choices to be completed and submitted</p> |
|---|--|

If you need additional help, or wish to discuss any detail further, please do not hesitate to contact Mr Reed (Assistant Headteacher with overview of the Curriculum and Timetable), Mr Fluellen (Assistant Headteacher attached to Year 8), Mr Massiah (Year Leader), the relevant Curriculum Leader or me. Thank you for your support.

Yours sincerely



Mrs DL German
Headteacher

The Harrow Way Curriculum

The Curriculum at Harrow Way underpins our goal of ensuring that students experience the highest quality teaching and opportunities available to enable them to achieve ambitious progress and outcomes alongside demonstrating the highest standards of personal behaviour and individual responsibility. We are fully committed to the belief that through the curriculum we can provide students with the knowledge and skills needed to challenge social disadvantage and to support them in embracing the opportunities, responsibilities and experiences of life in Britain and beyond. We are uncompromising and relentless in our desire to be the finest provider of education for miles around and curriculum design and timetabling is focused on creating the very best experience for students that we are able to provide.

Delivering the National Curriculum for All

The foundation of the education provided by Harrow Way is the National Curriculum. For some subjects this is delivered through dedicated timetabled lessons across 2 years during Key Stage 3 but for curriculum areas with more detailed briefs and expectations this commitment continues throughout Year 9. Although the prescribed content for History and Geography are covered by our commitment to each subject throughout Years 7 and 8, all students continue with History and Geography study into Year 9 allowing teachers to explore the important moral, cultural and spiritual themes that these subjects provide in even more detail (and building on our previous requirement that students continued to study at least one of these subjects throughout their time at Harrow Way). The majority of students continue with a Modern Foreign Language subject into Year 9 and core subjects continue to build on the knowledge of skills for these subjects rather than focusing explicitly on the texts and styles of questions examined at Key Stage 4. Other lessons deliver a programme of carefully planned religious education, computing, careers, personal development and relationship and sex education. All year groups receive a double lesson dedicated to non-academic Physical Education. We are ambitious for all students and ensure that the whole school curriculum and that of each subject is sequenced so that the new knowledge and skills of each unit or topic build on what has been taught before to support the progress of all.

Pathways and Guidance

We are particularly proud of our Year 8 Pathways programme that then feeds and guides our Options programme in Year 9. A series of Pathways are offered to Year 8 students for study in Year 9 that prepare them for the rigours of Key Stage 4 study and also allow them to experience subjects that they have not yet encountered as part of the National Curriculum, or to explore those they have engaged with in more detail. Careful guidance is provided to families and supported by information evenings to enable students to choose the right pathways.

In Year 9, and again supported by guidance, information evenings and individual appointments where appropriate, families will then choose from the suite of subjects that they have studied in Year 9 which are best for them to continue with into Year 10. For some this will rightly focus on a core of Ebacc Subjects but the route for every student is carefully discussed and considered. All students continue with the study of at least one Ebacc subject in addition to the core subjects of English, Mathematics and Science. We also have ambitious plans for encouraging a growth in the number of students continuing to study a Modern Foreign Language.

A Commitment to the Core

As the backbone of the education of all students and based on research on how long term memory is secured, we aim to fully support the core departments of English, Mathematics and Science with a

carefully structured timetable that provides as much teaching time as possible for these subjects. We benchmark curriculum time against that offered in other schools and prioritise the staffing and timing of core lessons as part of our drive to deliver the very best learning and outcomes that we can for our students.

A Commitment to the Arts

Harrow Way Community School is fully committed to providing the often life changing opportunities that success in the arts can bring for our students. Throughout times of austerity and challenge the arts will often remain a growth industry in Britain and, alongside our commitment to encourage ambitious take up of Ebacc subjects we believe that this must never be at the expense of the support and study of the arts. Following dedicated, timetabled national curriculum lessons for such subjects through Years 7 and 8 we offer a broad selection of pathways and then options that include media, visual and performing arts subjects. Extra-curricular enrichment includes arts focused activities which provide many opportunities to perform, create and present work for all year groups.

The Right Pathway for the Right Student

Our curriculum is not ‘off the shelf’ or ‘set in stone’ but is revisited regularly to ensure that it is fit for purpose, suits our ambition and that it meets the differing requirements of different year group profiles and the changing environment of education. This reflection and discussion runs throughout the system all the way to always trying to meet the differing needs of individual students where possible. The opportunities offered by different technical qualifications and vocational opportunities are always explored to see if they might suit the needs of individuals or groups of students better than the options and core offer at Harrow Way. This might include such opportunities as working with other local education providers, approved outside agencies or qualifications.

| |
|--|
| Year 7 |
| The National Curriculum is delivered through dedicated, timetabled lessons for all subjects plus additional lessons for Dance, Physical Education, Religious Education and Personal Development. |
| Year 8 |
| The National Curriculum is delivered through dedicated, timetabled lessons for all subjects plus additional lessons for Physical Education, Religious Education and Personal Development. |
| Following a process of consultation and guidance, students decide from a selection of Pathways subjects that they will study in Year 9. |
| Year 9 |
| Students study additional lessons in English, Mathematics and Science. All students continue with History and Geography alongside Pathways chosen in Year 8 and Physical Education, Religious Education, Careers and Personal Development lessons. Following a further process of consultation and guidance, students decide from a selection of Options subjects that they will study in Year 10. |
| Years 10 and 11 |
| All students are taught a high number of English, Maths and Science lessons. As well as this, all students continue with either History or Geography. Options subjects receive 5 lessons a fortnight. Dedicated Physical Education, Careers and Personal Development lessons continue. |

CORE SUBJECTS



Examination Board: **Eduqas**

Curriculum Leader: **Miss V Thompson**

Summary of Year 9 course content:

As with Years 7 and 8, we do not differentiate between English Language and English Literature in Year 9, although the two subjects will be approached separately from Year 10 onwards. The Year 9 English course takes students further into the realms of academic literary analysis, providing a firm foundation for the challenges of the GCSE syllabus, which students begin studying in Year 10. In Year 9, the Creative Portfolio of Years 7 and 8 becomes the Academic Portfolio, and students will be required to demonstrate a range of academic skills over the course of the year, including annotation, close analysis, evaluation and essay writing. This will culminate in a spoken assessment at the end of the year in which students will have the opportunity to formally present and discuss their academic work. Throughout the course, students will be encouraged to nurture and develop their own critical opinions on the texts they have studied, as well as learning how to sustain an academic argument. The course theme is *Identities in Conflict*: we will explore a range of stimulating texts that address ideas of social positioning and the individual, taking in ideas of social class, prejudice, race and gender, and considering the barriers to equality that still exist in society today. The key texts studied in Year 9 include S.E. Hinton's *The Outsiders*, Shakespeare's *The Merchant of Venice*, a diverse collection of poetry, and three literary short stories (*The Destructors* by Graham Greene, *Eveline* by James Joyce and *The Yellow Wallpaper* by Charlotte Perkins Gilman), as well as two classic pieces of drama: Henrik Ibsen's *A Doll's House* and Lorraine Hansberry's *A Raisin in the Sun*.

Examination structure:

Year 9 - There are no internal examinations in English for Year 9 students. Assessment is in the form of the Academic Portfolio - a collection of academic writing and analysis tasks compiled over the year. Students will have the opportunity to formally present their portfolio at the end of the course.

GCSE English Language consists of two terminal examinations in Year 11 and a non-exam assessment in spoken language.

GCSE English Literature consists of two terminal examinations in Year 11.

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

Extra-Curricular Activities: Field trips, visits etc:

Various theatre trips and experiences are offered. We are currently investigating longer residential trips that would benefit the study of English as well as other subjects.

Possible Career Paths:

Virtually all careers and pathways into further education will in some way be affected by a student's achievement in English.



Summary of course content:

Mathematics is a compulsory subject for all students in Years 9, 10 and 11, following a course appropriate to their needs and meeting the requirements of the National Curriculum. Homework plays an integral part in the course. In Years 9 and 10 the homework is a written paper with questions covering previously taught topics, and in Year 11 it consists of GCSE past papers.

Students will continue to develop, consolidate and extend all aspects of their Mathematics. They will gain a firm foundation for their future studies and careers as well as preparing for the statutory GCSE examinations. Developing firm understanding and confident use of mathematical skills and knowledge will be fundamental to all aspects of their learning.

All papers will test the use of skills and understanding in each of the following disciplines: Number & Algebra; Ratio, Proportions & Rates of Change; Geometry & Measures; Statistics & Probability.

N.B. It is essential that all students provide their own equipment for all lessons, including a scientific calculator. Familiarity with their personal calculator's operation is essential for them to benefit fully from its use.

Examination structure including controlled assessment if applicable:

GCSE Mathematics consists of 3 terminal examinations in Year 11:

| Component | Weighting | Method of Assessment | Duration |
|--------------------------------|-----------|----------------------|----------|
| Paper 1: Non-calculator | 33.3% | Written paper | 1½ hours |
| Paper 2: Calculator | 33.3% | Written paper | 1½ hours |
| Paper 3: Calculator | 33.3% | Written paper | 1½ hours |

N.B. Only for Maths, Science and Modern Foreign Languages: Students are assessed at either Foundation Tier or Higher Tier (to be decided in Year 11). Grading: 9–1 overall, with questions targeted at grades 5-1 at Foundation tier and at grades 9-4 at Higher tier.

Possible Career Paths:

Numerical competence is an essential life skill in this technological age. It is a prerequisite for anyone wishing to advance in a chosen vocation or career.

Mathematical competence is essential for entry into, and progress within, university as well as careers based on science, technology, engineering, medicine, design, computing, etc.



Summary of course content:

In year 9 we will build upon the knowledge attained in Year 7 and 8 to prepare the students for GCSE science. The topics covered in Year 9 will encourage students to:

- develop scientific knowledge and conceptual understanding of science
- develop understanding of the nature, processes and methods of science
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

This will be achieved through studying the following topics: Atoms and periodic table including the measurement and control of chemical reactions; The study of cells and systems of the human body and our interaction with the environment; Investigating the physical world around us through forces, energy and matter.

Year 9 will prepare students for the future. The vast majority of our students will follow the Combined Science course which will count as two GCSEs. This will include the following topics:

| | Biology Topics | Chemistry Topics | Physics Topics |
|----|--------------------------------------|--|--------------------------------|
| 1 | Cell biology | Atomic structure and the periodic table | Forces |
| 2 | Organisation | Bonding, structure, and the properties of matter | Energy |
| 3 | Infection and response | Quantitative chemistry | Waves |
| 4 | Bioenergetics | Chemical changes | Electricity |
| 5 | Homeostasis and response | Energy changes | Magnetism and electromagnetism |
| 6 | Inheritance, variation and evolution | The rate and extent of chemical change | Particle model of matter |
| 7 | Ecology | Organic chemistry | Atomic structure |
| 8 | | Chemical analysis | |
| 9 | | Chemistry of the atmosphere | |
| 10 | | Using resources | |

Examination structure including controlled assessment if applicable:

There are six equally weighted written papers: two biology, two chemistry and two physics of 1 hour 15 minutes each. Each of the papers will assess knowledge and understanding from distinct topic areas. Questions will be multiple choice, structured, closed short answer and open response.

A minimum of 16 experiments are required for this double science qualification. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out practical activities throughout the course. These questions will count for at least 15% of the overall marks for the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations.

N.B. Only for Maths, Science and Modern Foreign Languages: Students are assessed at either Foundation Tier or Higher Tier (to be decided in Year 11). Grading: 9–1 overall, with questions targeted at grades 5-1 at Foundation tier and at grades 9-4 at Higher tier.

Possible Career Paths:

This subject prepares students for Advanced Level science courses which will lead to further training as professional scientists or leading practitioners in fields such as medicine or engineering.



CORE CAREERS AND PERSONAL DEVELOPMENT

CORE CAREERS AND PERSONAL DEVELOPMENT

Curriculum Leader: **Mrs K Woods**

Careers and Personal Development lessons provide all students with a range of essential life skills through a number of key learning opportunities. These sessions are aimed to supplement and enhance their wider learning experiences and to help prepare them for Post-16 education and employment.

Students undertake broad areas of study delivered in a carousel arrangement in the following areas: Core Computing (Digital Literacy), Core Personal, Social and Health Education (PHSE), and Core Careers.

CORE DIGITAL LITERACY

Curriculum Leader: **Mr N Reed**

Summary of Year 9 course content:

In this course students will study many aspects of computing including Microsoft Office skills, Programming and E-safety. This course is designed to enhance the students' skill base on the computer so it can be applied in other subjects as well as equipping them with the skills required by many colleges and/or employers.

Computing is an extremely useful subject that helps to effectively prepare students for life in the modern work environment.

CORE RELIGIOUS EDUCATION

Curriculum Leader: **Miss S Priestman**

Summary of Year 9 course content:

As a part of the Year 9 curriculum, all students will follow a specially designed RE course looking at Philosophy and Ethics through the study of Christianity, Philosophy and Islam all following the Hampshire syllabus of Living Difference.

This course looks at relevant issue-based topics which are accessible to all students regardless of their faith or background. It also encourages reflection and discussion, developing students' ability to think deeply on contemporary moral and ethical issues.

Topics such as "Why is life important?", "Authority" and "Peace and reconciliation and forgiveness" are covered. The course enables students to expand on and further develop the cognitive skills needed throughout the curriculum, regardless of level and ability.



Summary of course content:

This course enables students to develop their personal/life skills, including communicating, making reasoned judgements, constructive criticisms and disseminating information. The development of tolerance, appreciation of another's point of view and self-respect are also important aims of this course.

PSHE at Harrow Way is a compulsory, non-examination course. The style and format of the lessons are considered to be as important as the content.

Topics include:

Year 9 – Growing up, Sex and Relationships and Drugs

- Puberty and growing up
- Contraception
- Female genital mutilation
- Body image
- Healthy relationships
- Groups of drugs
- Legal Highs

Year 10 - Sex and Relationships

- Sexual relationships
- Sexuality
- Communication
- Consequences associated with sex
- Parenting
- Contraception and STIs
- Healthy Relationships
- Abusive relationships

Year 11 Drugs and Alcohol

- Why we drink alcohol
- Alcohol units and measures
- Drink driving
- Alcohol and the law
- Drugs and addictions
- County lines
- Mental health
- Exam Stress



Summary of course content:

This course aims to guide students through the vital decision-making processes concerning their future pathways by providing an integrated and personalised programme of careers education, guidance and counselling. Throughout, this work is closely linked to input from external careers advisers.

Course content:

Timetabled Careers lessons during Years 9, 10 and 11 provide 'Careers Information' in a variety of formats; 'Careers Education' in which opportunities are explored; which then leads to personalised 'Careers Guidance'. All three elements combine to assist students in developing the knowledge, understanding and skills they need in preparation for successful transition to further education, vocational training or to employment with training.

Assessment:

There is no formal examination. However, students should always maintain a cumulative record of their learning experiences, the levels achieved in informal assessments and the skills they have demonstrated in all areas of their lives. This will provide the basis for writing a Personal Statement to support applications to further education or training in employment.

Work-Related Learning:

The purpose of Work Related Learning is to provide students with the preparation they need to prosper in the world of work beyond full time education. Students will learn about work, through work and for work. Depending on the Key Stage 4 pathway to be followed, students will encounter elements of work-related learning in many of their courses.

This supports the development of skills such as leadership, teamwork, resilience, problem solving, planning and communication which are so important in the 21st Century workplace.

Through many activities, the school forges close links with local business and commerce designed to prepare students for the world of work. For students in Key Stage 4 there may be work experience opportunities as appropriate to the needs of each individual student.



Summary of Year 9 course content:

This is an important year in every students' development within Physical Education as it concludes the formal Key Stage 3 National Curriculum. At Harrow Way the PE team have a determination that all students will enjoy and look forward to their PE lessons and school sports at Harrow Way, and participate with high levels of effort and demonstrating perseverance and resilience.

Year 9 Core Physical Education lessons will continue to build on the concept-based curriculum studied in Year 7 and 8. The conceptual approach offers an alternative to the traditional sport and skills-based approach to PE curriculum design and delivery. The sport and physical activity therefore becomes the vehicle through which the concept is delivered or developed. We continue to shift the focus of the curriculum and the success criteria of each lesson, and believe students will be doing so much more than getting active, they learn life skills and improve the experiences within PE for all students.

Students will experience the true power of sport and physical activity when it comes to developing their leadership skills. They will complete the following schemes of work:

- Unit 1:** Attitudes and Behaviours of a Leader
- Unit 2:** Effective Teams
- Unit 3:** Self-Reflection
- Unit 4:** Power of Positivity

These units will support students to understand their own leadership qualities and experience what makes an effective leader.

GUIDED PATHWAYS SUBJECTS



Summary of Y9 course content:

Students choosing the Art & Design Foundation Year start the year with a teacher led project, which introduces them to new materials and methods as well as building on previous knowledge and understanding. The first term provides opportunities to experiment with materials and presentation skills. Subsequent terms see the students taking the project into a more personal direction; choosing their own direction through context and materials to create their own final outcomes.

This introductory year prepares the student for the GCSE Art & Design course which starts in Year 10. This consists of two components, both of which have non-exam assessment. They are internally marked and externally moderated. In Year 10 students create artwork to provide a portfolio of their best work and during Year 11 they work on a personal project, using starting points provided by the exam board. The final outcome will be made in school under exam conditions.

Extra-Curricular Activities:

During the Foundation Year students may be given the opportunity to participate in outside projects leading to public exhibitions, visits to art exhibitions, museums and Kew Gardens to support their project of natural forms. Attendance at the weekly Art Club is encouraged in order to finish or extend work or to complete homework.

Possible Career Paths:

The Foundation Year is the first step towards a possible career in the creative industries. Skills developed are transferable to the GCSE Art & Design course, further and higher education and employment. The creative and critical thinking skills gained open up endless opportunities including: artist, teacher, graphic designer, games designer, architect, photographer, fashion designer, textile designer, digital artist, theatre set designer, costume designer, movie maker, animator, illustrator, journalist.

Students are not able to study for a GCSE in both Art and Photography in Year 10 & 11.



Summary of course content:

This pathway will build on the knowledge, understanding and skills established through the Computer Science programme of study in Year 7 and 8. During the Year 9 computing pathway, students will gain a detailed insight into the main areas of the Computer Science GCSE curriculum which can be seen in the table below. The content has been designed not only to allow for a solid basis of understanding but to engage students and get them thinking about real world application and the growing industry of modern technology preparing them if they decide to continue onto the Computer Science GCSE.

| Computer Systems | Computational thinking, algorithms and programming |
|--|--|
| Systems architecture | Algorithms |
| Memory and storage | Programming fundamentals |
| Computer networks, connections and protocols | Producing robust programs |
| Network security | Boolean logic |
| System software | Programming languages and integrated development environments. |
| Ethical, legal, cultural and environmental impacts of digital technology | |

Extra-Curricular Activities: Field trips, visits etc:

Speakers from many different organisations and from different areas of ICT and Computing.

Possible Career Paths:

Computing is of enormous importance to the economy as a discipline itself and as an 'underpinning' subject across many different employment opportunities, which are growing rapidly.

Computer technology continues to advance and has been changing at a fast pace over recent years. Computer Science is designed to equip students with the ability to embrace, develop and create future technologies in all areas including those not yet invented, eg Computer Systems Analyst, Cyber Security Consultant, Nanotechnologist, Network Engineer and Technical Author.



Summary of Year 9 Course Content

This special one-year course will provide students with a wide range of opportunities to develop their skills in creative writing across a variety of forms including narrative (story) writing, journalling and poetry. Over the course of the year, Students will develop and nurture their own unique 'voice' as a writer, drawing inspiration from diverse themes and genres, as well as experimenting with different styles and approaches. Students will document their progress by building a portfolio of writing which reflects their creative journey across the year.

The course will benefit students with an interest in stories and writing who are looking to challenge themselves creatively, as well as those who wish to build and enhance their writing skills in readiness for the English Language GCSE in Year 10/11.

Extra-Curricular Activities

Students taking this course may have the opportunity to take part in a small research study exploring the impact of 'freewriting' – a type of creative writing activity. There may also be opportunities for off site visits to gather inspiration for writing projects, as well as options for the publication of writing work.

Possible Career Paths

Literacy and written communication are vital workplace skills; therefore, this course will be beneficial to almost all career paths. It will be especially beneficial to students considering careers in the creative or literary arts, or who wish to go on to study literature, language and/or communication.



Summary of course content:

An exciting course designed to give students the opportunity to continue developing and securing their practical skills in the subject. Students will be offered extensive opportunities to practise high level skills including making bread, pastry, pasta and handling raw meat and fish. Students hone these skills by practising different variations of the skill, with an increasing level of challenge each week. Alongside the practical work undertaken Students will build upon their nutritional knowledge and develop a deeper understanding of nutritional intake and how this needs to be modified depending on different life stages and other additional needs such as activity level, allergies, religion etc. Students are only allowed to choose one Design & Technology subject.

The course teaches the following:

| | | | |
|---|---------------------------------|-------------------------------------|----------------------------------|
| Food preparation skills | | | |
| General practical skills | Preparing fruit and vegetables | Preparation of meat and fish dishes | Preparing, combining and shaping |
| Knife skills | Use of the cooker | Cooking methods | Sauce making |
| Tenderising and marinating | Dough (bread, pasta and pastry) | Raising agents | Setting mixtures |
| Food, nutrition and health | | | |
| Macro nutrients | Micro nutrients | Nutritional needs and health | |
| Food safety and hygiene | | | |
| Food poisoning | | Legislation | |
| Food provenance | | | |
| Environmental impact and sustainability of food | | Food processing and production | |
| Food cooking techniques | | | |
| Baking | Sauteing | Grilling | Boiling |

Examination structure including controlled assessment if applicable (If selected at GCSE level in Year 10/11):

| Component | Weighting | Method of Assessment | Duration |
|-----------|-----------|---|-------------------|
| Unit 1 | 40% | Online exam – The Hospitality and Catering industry | 1 hour 20 minutes |
| Unit 2 | 60% | Non-examination assessment – research, prepare, cook and present 2 dishes of choice with accompaniments | 9 hours |

Possible Career Paths: Food Scientist, Nutritionist, Catering, Chef, Hospitality, Quality Control, Food Manufacture, Buyer, Environmental Health, Food Microbiologist, Marketing, Product Development, Research, Retailing or Sensory Scientist



Summary of Y9 course content:

The main focus of year 9 Design and Technology is to ensure that the skills learnt in years 7 and 8 are built upon in readiness for KS4. It will give students the skills, knowledge and confidence to design and prototype products, essentially providing them with a 'design toolkit' they can draw on if they choose to progress to the KS4 course on offer in Design and Technology.

This foundation skills course in Year 9 develops student skills in a range of areas including electronics, mechanisms and design communication, which includes Computer Aided Design and Computer Aided Manufacturing experiences. Students take part in developing briefs for projects. Here there is a solid focus on key issues for designers such as environmental sustainability and understanding user requirements. Students also further investigate new and evolving material areas and are encouraged to experiment and explore with ideas in order to encourage the creative design process. This year of exploration in design concepts with application and development of knowledge and skills prepares students for the exciting course in Design and Technology that learners will embark on into Year 10. Therefore students should take away a full awareness of the necessary design strategies we commonly use: Systems Approach, User Centred, Collaboration and Iterative design. The need to take into account Social, Moral, Cultural and Ethical considerations when designing is also a critical element to our learning.

Summary of KS4 content:

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.

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

The Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating.

The subject content has been split into three sections as follows:

- Core technical principles
- Specialist technical principles
- Designing and making principles

In year 11 students will undertake a 35 hour design and make a challenge consisting of a portfolio of evidence and a made, fully working prototype. They will also be required to sit a formal written examination in the main hall.

Possible Career Paths:

The applied engineering skills and knowledge that students will gain through this qualification provide a valuable starting point from which they can progress on to a career in engineering or other design careers. Some future career pathways could include; design engineer, product designer, SFX designer, aircraft engineer, 3D modeller, animator, entrepreneur, set designer, graphics artist to name a few.



Summary of course content:

With the impact of climate change, international migration and natural disasters like earthquakes, fires and floods hitting the headlines on a daily basis there can surely be no better time to study Geography. This new course includes inspiring content throughout eight contrasting topic areas, encapsulating both the Geography of the UK and the rest of the world, brought to life by engaging enquiry questions.

From Year 9 Geography enables learners to build on their previous knowledge and skills to develop, extend and apply their knowledge of locations, places, environments and processes. Students will gain an understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena. Students will also develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS). Our vision is to inspire pupils to develop a lifelong love of geography and be curious and compassionate about the world around them.

In Year 9 pupils will cover the following topics: Divided Development across the globe, Earthquakes, Remarkable Resourcing and Geographical Application.

GCSE Examination structure:

This GCSE consists of three terminal exams in Year 11:

| Component | Weighting | Method of Assessment | Duration |
|---|-----------|----------------------|-------------------|
| 1. Living with the physical environment <ul style="list-style-type: none"> • The challenge of natural hazards • The living world • Physical landscapes in the UK • Geographical skills | 35% | Written paper | 1 hour 30 minutes |
| 2. Challenges in the human environment <ul style="list-style-type: none"> • Urban issues and challenges • The changing economic world • The challenge of resource management • Geographical skills | 35% | Written paper | 1 hour 30 minutes |
| 3. Geographical applications <ul style="list-style-type: none"> • Issue evaluation • Fieldwork • Geographical skills | 30% | Written paper | 1 hour 15 minutes |

Possible Career Paths:

This course will suit any student interested in working in the travel and tourism industry and any career linked to managing the environment. It is also useful for careers as diverse as those in retailing, the diplomatic service, aid agencies and weather forecasting. Skills learned are used in cartography and using ICT to predict hazards such as the path of tropical storms. Geographical and fieldwork skills are embedded throughout the content ensuring learners become both adaptable and resilient no matter what their future pathway.



Examination Board: **Pearson**

Curriculum Leader: **Miss K Holton**

Summary of Year 9 course content:

The aim of this course is to develop students' understanding of how people change throughout their life stages. It looks at a number of different aspects of health such as physical health, intellectual health, emotional health and social interaction. Students gain key knowledge that can be taken into wider life after school or directed towards the Year 10 and 11 Key Stage 4 course.

Summary of Key Stage 4 course content:

Health and Social Care is a Level 1/Level 2 BTEC Technical qualification made up of both academic and vocational elements. Students study three core Components:

1. Human Lifespan Development
2. Health and Social Care Services and values
3. Health and Wellbeing

Examination structure including controlled assessment if applicable:

This qualification consists of:

| Component | GLH | Method of Assessment | Level |
|-------------------------------|-----|----------------------|-------|
| Human Lifespan Development | 36 | Internally assessed | 1/2 |
| Health and Social Care Values | 36 | Internally assessed | 1/2 |
| Health and Wellbeing | 48 | Externally assessed | 1/2 |

Extra-Curricular Activities: Field trips, visits etc:

- Potential visits to care providers.
- Variety of outside speakers.
- Child care - Egg baby
- Creating instructional videos.

Possible Career Paths:

This subject will suit students wanting to work in a health care setting or social care setting; who want to work with children; who have a medical interest or an interest in psychology; who enjoy a more practical way of learning or are merely interested in the welfare of people



Summary of course content:

This new course encourages students to explore a broad and diverse study of Britain and the wider world through source analysis, period studies, historical environment analysis, thematically and in-depth. Students will be stimulated to engage in historical enquiry and progress as independent learners and as critical reflective thinkers. Students will 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 about and interpretations of the past. Throughout this course, students will develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them. This is an engaging course, which will give students skills that will support progression to further study of History and a wide range of other subjects.

Year 9 programme of study:

Initially in year 9 you will continue to build upon the knowledge and skills you have been developing throughout your KS3 journey. During this transition year you will complete a unit of work investigating the twentieth century, in particular the causes and impacts of the two World Wars. Studying the rise of various new ideologies and the Dictators that took over countries across Europe as well as a unit on America in the 20th Century will broaden students' knowledge beyond the British focus of year 7 and 8. A study of life in Britain after World War Two will focus on the creation of the welfare state and the Windrush generation. This will give a solid foundation for the GCSE course of Migration to the present day.

Year 10 & 11 programme of study:

The four units you will complete if you continue to GCSE are:

- America, 1920–1973: Opportunity and inequality
- Conflict and tension: The First World War, 1894–1918
- Elizabethan England, c1568–1603
- Britain: Migration, empires and the people: c790 to the present day

Examination structure: This GCSE consists of two terminal exams in Year 11:

| Component | Weighting | Method of Assessment | Duration |
|--|-----------|----------------------|----------|
| Paper 1: Understanding the modern world - America, 1920–1973: Opportunity and inequality & Conflict and tension: The First World War , 1894–1918 | 50% | Written paper | 2 hours |
| Paper 2: Shaping the nations Elizabethan England , c1568–1603 & Britain: Migration, empires and the people: c790 to the present day | 50% | Written paper | 2 hours |

Possible Career Paths:

GCSE History opens many doors as the skills developed are transferable to a variety of other subjects and career paths. Careers in teaching, law, journalism and public services are just a few where having a History qualification will be advantageous. Historians become great thinkers, communicators and people who are able to appreciate different cultures, beliefs and values. Our new GCSE course also allows for excellent progression onto A Level History and possibly University.



MEDIA

Examination Board: **Eduqas**

Curriculum Leader: **Mr G Fluellen**

The Media GCSE looks at the crucial role that the media has in the world today. Students will study how media organisations such as the BBC, Netflix or Youtube provide information, pleasure and entertainment as well as how the media supports and provides opportunities for business and commerce. The course focuses on the importance of the context in which media texts were developed as well as representation in the media and the analysis of genre.

Through Year 9, students experience elements of the wide range of media study. One strand of study explores the history of the film industry and how this has been influenced by history and the changing world around us. We also explore the different types of programmes available on British Television as well as exploring various printed and non-fiction texts. From comic books to video games and from advertising to newspapers, our Year 9 Pathway course introduces students to the important skills and knowledge needed to study Media and the various ways that companies produce media products to entertain or inform us.

Summary of Key Stage 4 course content:

During the GCSE course, students study media texts from a variety of organisations and sources ranging from magazines, newspapers, television and film posters to texts such as music videos, video game marketing material and webpages. Students produce their own practical work to demonstrate their knowledge of the techniques and approaches that they have learnt. Areas of study on the current specification include television crime drama, the music industry, magazines, advertising and film posters as well as a range of other mediums.

Students studying for a GCSE in Media have previously been statistically proven to have a far greater chance of achieving a better English qualification due to the complementary skills and approach shared by these subjects.

Examination structure including controlled assessment if applicable:

This GCSE consists of:

| Component | Weighting | Method of Assessment | Duration |
|-----------------------|-----------|---|-------------------|
| Media Studies: Unit 1 | 40% | Written paper (printed media, advertising and webpages) | 1 hour 30 minutes |
| Media Studies: Unit 2 | 30% | Written paper (TV Crime Drama, The Music Industry) | 1 hour 30 minutes |
| Media Studies: Unit 3 | 30% | Creation of media product | N/A |

Possible Career Paths:

The Media remains one of the growth industries in Britain with publishing, advertising, TV production and the music industry all being amongst the potential choices for those interested in media based careers. However, the main advantage for students of Media remains the impact that it has on how they view the texts that they experience. Learning to see how images and words can be manipulated to educate, influence or entertain also has a huge impact on a student's success in English and has clear connections with many other subjects and possible careers.

N.B. It is a requirement that all students on this course can be photographed and visually recorded.



Summary of course content:

“The limits of my language are the limits of my world.” Ludwig Wittgenstein. This course allows students to develop their ability to communicate in French as well as develop their knowledge of their own language. Knowing a foreign language is very helpful when going on holiday but it is also great for business. And we all know that trade has always been pivotal to the economy of the UK. In year 9, the students will revisit key topics seen in KS3 but will deal with more complexity, depth and variety in the language - three time frames, contrast expressions and modal structures for example. They will also develop a greater awareness of the culture of French-speaking communities and countries. The contexts are organised into three themes, each broken down into topics and sub-topics.

The three themes are:

- **Identity and culture**
- **Local, national, international and global areas of interest**
- **Current and future study and employment**

All themes and topics will be studied in the context of both the students’ home country and that of countries and communities where French is spoken. For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. We will also work on translation work to prepare for a section in the reading paper and writing paper. Students may also refer to the culture of the assessed language country/countries or communities within the speaking and writing papers. Students will therefore be exposed to authentic materials relating to French speaking countries throughout the course.

Examination structure:

This GCSE consists of four terminal exams taken in Year 11.

| Component | Weighting | Method of Assessment | Duration |
|--------------------|-----------|--|------------------|
| Paper 1: Listening | 25% | Exam paper | Up to 45 mins |
| Paper 2: Speaking | 25% | Internally conducted and externally assessed | Up to 10-12 mins |
| Paper 3: Reading | 25% | Exam paper | Up to 1 hour |
| Paper 4: Writing | 25% | Exam paper | Up to 1h 15mins |

N.B. Only for Maths, Science and Modern Foreign Languages: Students are assessed at either Foundation Tier or Higher Tier (to be decided in Year 11). Grading: 9–1 overall, with questions targeted at grades 5-1 at Foundation tier and at grades 9-4 at Higher tier.

Possible Career Paths:

The knowledge of a language is a real asset for employers, especially any business which exports and has contact abroad. Primary teachers need to be able to teach a foreign modern language and this is also a subject highly valued by top universities. Learning a language keeps options open if students are not sure what to do in the future. Finally, it has been recently proven that learning a language unlocks some parts of the brain. Therefore, it can aid improvement in other subjects to achieve better GCSE grades! More importantly, it generally helps developing key skills such as multitasking, problem solving and attention to detail. In other words, skills that are essential in a wide range of professions.



Summary of course content:

“The limits of my language are the limits of my world.” Ludwig Wittgenstein. This course allows students to develop their ability to communicate in Spanish as well as develop their knowledge of their own language. Knowing a foreign language is very helpful when going on holiday but it is also great for business. And we all know that trade has always been pivotal to the economy of the UK. In year 9, the students will revisit key topics seen in KS3 but will deal with more complexity, depth and variety in the language - three time frames, contrast expressions and modal structures for example. They will also develop a greater awareness of the culture of Spanish-speaking communities and countries. The contexts are organised into three themes, each broken down into topics and sub-topics.

The three themes are:

- **Identity and culture**
- **Local, national, international and global areas of interest**
- **Current and future study and employment**

All themes and topics will be studied in the context of both the students’ home country and that of countries and communities where Spanish is spoken. For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities within the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Spanish speaking countries throughout the course.

Examination structure:

This GCSE consists of four terminal exams taken in Year 11:

| Component | Weighting | Method of Assessment | Duration |
|--------------------|-----------|--|-------------------|
| Paper 1: Listening | 25% | Exam paper | 45 mins |
| Paper 2: Speaking | 25% | Internally conducted and externally assessed | 10-12 mins |
| Paper 3: Reading | 25% | Exam paper | 1 hour |
| Paper 4: Writing | 25% | Exam paper | 1 hour 15 minutes |

N.B. Only for Maths, Science and Modern Foreign Languages: Students are assessed at either Foundation Tier or Higher Tier (to be decided in Year 11). Grading: 9–1 overall, with questions targeted at grades 5-1 at Foundation tier and at grades 9-4 at Higher tier.

Possible Career Paths:

The knowledge of a language is a real asset for employers, especially any business which exports and has contact abroad. Primary teachers need to be able to teach a foreign modern language and this is also a subject highly valued by top universities. Learning a language keeps options open if students are not sure what to do in the future. Finally, it has been recently proven that learning a language unlocks some parts of the brain. Therefore, it can aid improvement in other subjects to achieve better GCSE grades! More importantly, it generally helps developing key skills such as multitasking, problem solving and attention to detail. In other words, skills that are essential in a wide range of professions.



MUSIC - Listening, Composing and Performing

Examination Board: Pearson (BTEC)

Curriculum Leader: Mrs E Massiah

Summary of Year 9 course content:

This course will develop students' skills as performers whilst giving them a broad understanding of music history and theory. Students will also be given the opportunity to showcase their creative skills by composing a piece of music to a set brief. The course will encourage students to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace including team-working; presenting their performances to an audience; working to deadlines and developing their own performance, listening and compositional skills.

Summary of Key Stage 4 course content:

Students will study the BTEC Tech Award (equivalent to a single GCSE) in Years 10 and 11. The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Students will study six different units in Year 9:

| Term 1 | Term 2 | Term 3 |
|---|--|---------------------------------------|
| 1: Understanding music theory and developing band skills. 2: Cover Songs | 3: Musicals 4: Film and Game music. | 5: Songwriting 6: Live Performance |

Performance remains an integral part of the course and students will be expected to perform on a regular basis throughout the course.

Assessment structure:

This course consists of:

| Component | Method of Assessment | Duration |
|--|--|----------|
| Understanding music theory and developing band skills. | Band performance Music theory assessment. | 7 weeks |
| Cover Songs | Live performance for the general public.. | 7 weeks |
| Musicals | Recording of a group composition in the lesson. | 7 weeks |
| Film and Game Music | Recording of an individual composition in the lesson. | 7 weeks |
| Songwriting | Performance of a group composition. | 7 weeks |
| Live Performance | Assessment of performance plan. Live performance at an event. | 7 weeks |

Extra-Curricular Activities: Field trips, visits etc:

- Students will perform in a variety of concerts and showcase events
- Students will also have the opportunity to perform in the band for the school musical
- Opportunities exist to work with outside professionals who work in the music industry
- The opportunity to see at least one live music event

Possible Career Paths:

On completion of the course students can progress to the level 2 RSL music exam, the equivalent to a single GCSE. After this, students may progress to a range of Level 3 RSL, BTEC or 'A' Level Music qualifications, developing the skills to progress straight into the music industry. This course is especially appropriate for students who learn a musical instrument or sing and would like to develop their skills as a performer/producer/composer in order to work in the music industry.

N.B. It is a requirement that all students on this course can be photographed and filmed



PERFORMING ARTS: ACTING - Classical, Contemporary and Devising

Examination Board: Pearson (BTEC)

Curriculum Leader: **Mr E Manson**

Summary of course content:

By the end of this 1 year course Year 9 students will have performed a Shakespearean text for a public audience, learned how professional actors approach modern texts, and learned how to create theatre of their own devising. In the first term all Year 9 students will have the opportunity to visit Shakespeare's Globe Theatre, see a play there, and possibly take part in a workshop, in preparation for their first public performance. This course is intended to be a great way to add the finishing touches to a student's Drama education, should they not continue with the subject after Year 9; it is also an important opportunity to learn the skills they will need to be successful if they do continue their study of Acting into Years 10 & 11.

There are, obviously, many occasions when students will be required to work after school hours, including for rehearsals and performances. This is not a course for students who lack commitment to the subject as it requires great personal discipline to learn lines in your own time and give up time to rehearse/perform. For those who are committed, this is a great challenge and, if past results are anything to go by, promises excellent outcomes; **in 2019 (the most recent results unaffected by COVID) our Drama & Dance departments were ranked 1st for progress out of all 69 secondary schools in Hampshire.**

In Years 10 & 11, the BTEC Level 2 Tech Award in Performing Arts is the equivalent of a single GCSE. It consists of three units, two of which culminate in public performances so a willingness to perform is vital.

The whole course has a vocational and professional focus which is designed to prepare students to follow a further course of study at college or to work in the industry.

Examination structure including controlled assessment:

The Year 10 & 11 Course Structure:

| Component | Weighting | Method of Assessment | Duration |
|--|-----------|----------------------|--|
| Comp 1: Exploring The Performing Arts | 30% | Internally assessed | Taught: Yr 10 Sept - Dec. Assessed: Yr 10 Jan - April. |
| Comp 2: Developing Skills and Techniques in the Performing Arts | 30% | Internally assessed | Taught: Yr 10 May - July. Assessed: Yr 11 - Sept - Dec. |
| Comp 3: Responding to a Brief | 40% | Externally assessed | Taught: Yr 11: Sept - Dec. Assessed: Yr 11 Jan - April. |

Extra-Curricular Activities: Field trips, visits etc:

As described above, students will be given the opportunity to attend at least one theatre trip in each year of study although there may be more. They will also have the opportunity to work with professional actors and theatre makers.

Possible Career Paths:

We have an excellent record of students going on from Harrow Way to build careers in the Performing Arts industry, not only as performers, but also as arts administrators, film-makers, teachers and technicians. We can now count a professional YouTuber, a Twitch live-streamer and an eSports commentator amongst our alumni. This course, however, does not just equip students for creative careers, but teaches skills that are valued and transferable into a wide range of industries and workplaces. What job does not require you to be able to meet a deadline, present to clients and colleagues, or simply speak with confidence in an interview?

Students are not able to study both Dance and Drama in Years 10 & 11. N.B. It is a requirement that all students on this course can be photographed and filmed.



PERFORMING ARTS: DANCE

Examination Board: Pearson (BTEC)

Teacher: Miss S Bryant

By the end of the Year 9 dance course, learners will have experienced and developed their skills in jazz, contemporary and street dance techniques. Throughout the year, the dancers will explore how to apply choreographic skills in a range of tasks, whilst also developing the ability to explain and justify their decisions.

During lessons, students experience life as a professional dancer by participating in practical classes; be prepared to dance and sweat every week! In addition to this, students will get a taste of the performing arts industry during the live performance opportunities offered throughout the year.

Summary of Key Stage 4 course content:

The BTEC Level 2 Tech Award in Performing Arts (Dance) is the equivalent of a single GCSE. It has three main components, two of which are internally assessed; the third of which is an externally assessed exam performance. Both units have a strong emphasis on understanding the creative and business processes behind productions while also assessing the practical dance skills of the students.

Examination structure including controlled assessment if applicable:

Students will be assessed frequently throughout the course on the completion of each assignment. Students are kept fully up-to-date with their progress throughout the course so that they can see for themselves what they need to do to achieve higher standards. The course is entirely assessed through coursework assignments and so every piece of work needs to be regarded as an examination. Students will be issued with a full list of dates of performances and deadlines at the start of each school year. However, it is safe to say that there will be major productions for students to contribute to in the following periods:

Year 9: Autumn Term and Summer Term

Year 10: Autumn Term and Summer Term

Year 11: Autumn and Spring Term

The Year 10 & 11 Course Structure:

| Component | Weighting | Method of Assessment | Duration |
|--|-----------|----------------------|--|
| Comp 1: Exploring The Performing Arts | 30% | Internally assessed | Taught: Yr 10 Sept - Dec. Assessed: Yr 10 Jan - April. |
| Comp 2: Developing Skills and Techniques in the Performing Arts | 30% | Internally assessed | Taught: Yr 10 May - July. Assessed: Yr 11 - Sept - Dec. |
| Comp 3: Responding to a Brief | 40% | Externally assessed | Taught: Yr 11: Sept - Dec. Assessed: Yr 11 Jan - April. |

Extra-Curricular Activities: Field trips, visits etc:

Students will be given the opportunity of at least one theatre trip in each year of study. There will also be opportunities to work alongside practising professionals from the performing arts industry.

Possible Career Paths:

We have an excellent record of students going on from Harrow Way to form careers in the Performing Arts industry, not only as performers in their own right, but also as arts administrators. However, this course does not just equip students for such a career but teaches skills that are valued and transferable to a wide range of industries and workplaces.

Students are not able to study both Dance and Drama in Years 10 & 11.

N.B. It is a requirement that all students on this course can be photographed and filmed.



PHOTOGRAPHY

Examination Board: **OCR**

Curriculum Leader: **Mrs R Hughes**

Summary of Year 9 course content:

Students choosing the Photography Foundation Year will learn and develop both technical and practical camera skills alongside a knowledge and understanding of a range of photographic styles and genres. Students learn the core elements of Photoshop as well as presentation skills to extend the visual merit of their work and are encouraged to experiment with a range of techniques to create their own final outcomes.

This introductory year prepares students for the GCSE Photography course which starts in year 10. The course consists of two components, both of which have a non-exam assessment. They are internally marked and externally moderated. In year 10, students work to create Photographs to provide a portfolio of their best work. In year 11, students work on a personal project, using starting points provided by the exam board. The final outcome will be produced in school under exam conditions.

Extra-Curricular Activities: Field trips, visits etc:

During the Foundation Year, students may be given the opportunity to participate in outside projects and competitions leading to public exhibitions, visits to art exhibitions, museums and local colleges. Attendance at the weekly Photography Club is encouraged in order to stretch and extend work or complete homework and use school resources.

Possible Career Paths:

The Foundation Year is the first step towards a possible career in the creative industries. Skills developed are directly transferable to the GCSE Photography course and into further and higher education and employment. The digital, creative and critical thinking skills gained open up endless opportunities including: photographer, graphic designer, games designer, digital marketer, film director, film/video/photo editor, web designer and animator. Students could be more desirable with these skills in a variety of occupations including: advertising and social media, marketing/PR, journalism & media outlets (newspaper, magazines, film and television), stylist (hair and beauty), fashion, sports and within the police force.

Students are not able to study for a GCSE in both Art and Photography in Year 10 & 11.



Summary of Year 9 course content:

This course prepares students for the Academic PE pathway within the Year 9 options process. It is divided into three elements:

1. Physiology – Within this aspect, students study the basic demands of the skeletal, muscular, cardiovascular and respiratory systems. This will be based in a classroom setting.
2. Physical Fitness and Training – Here the students investigate the different aspects of fitness and the principles behind fitness training. They will have a mixture of classroom and practical lessons and within the summer term plan and complete a fitness programme for themselves.
3. Practical Sport – In preparation for Practical assessments in Key Stage 4 Badminton and Netball is further developed from Years 7 and 8.

Assessment:

Students will have an end of year Academic PE examination, be marked on the planning and performing of their exercise programme and their performance within badminton and netball.

Summary of Key Stage 4 course content:

In Year 10 and 11 students will complete either AQA GCSE PE or NCFE Health and Fitness Level 1/2 Technical Award. Following their foundation year, students choosing to continue Academic PE will be allocated a course based on where we believe they will most succeed.

AQA GCSE PE consists of 2 exams at the end of Year 11 worth 60% of the overall grade, along with practical assessment over 3 different activities worth 40% of the final grade.

NCFE Health and Fitness is assessed through an exam worth 40% of the overall grade taken in Year 10 and a controlled assessment making up the other 60% of the final grade.

Extra-Curricular Activities: Field trips, visits etc:

- School level sporting representation in a number of sports
- Attendance at a range of extra-curricular clubs in school
- Representation at club level in a number of sports
- A sports science field trip to the Bath University Sport UK Performance Centre

Possible Career Paths:

- Further Education at Level 3 post 16 within 'A' Level or a vocational route
- Sports Science specialisation
- Work within the leisure and fitness industries
- Teaching or Coaching specialisation
- Sports Development



Summary of Year 9 Course Content

The course is pure Philosophy in year 9 and we look at what incorporates the exam which will happen in year 11. The year is divided into four parts;

1. Issues of Relationships; what are relationships and how do we tell a good relationship from a bad one?
2. Issues of Good and Evil; what are the causes of crime? Why do some people commit crimes but others don't? We look at some crimes and apply the criteria appropriately. Should we bring back the death penalty?
3. Issues of Life and Death; should euthanasia be used in the U.K.? is there a time limit to abortion?
4. Issues of Human Rights; what is poverty? How do we stop it? We look at the benefits and drawbacks of censorship. Why do some people engage in extremism but others don't?

There are certain elements of religion which will be looked at during the year but the majority of the year is the 'big questions' however, it's always useful to see what a religion believes about a moral issue.

| Component | Weighting | Method of Assessment | Duration |
|--|-----------|----------------------|----------|
| Religious, Philosophical and Ethical Studies in the Modern World | 50% | Written Exam | 2 hours |
| Beliefs, Teachings and Practices: Christianity | 25% | Written Exam | 1 hour |
| Beliefs, Teachings and Practices: Islam | 25% | Written Exam | 1 hour |

Possible Career Paths:

This course is relevant for a number of careers, including medicine, law, the forces and anything which requires the 'weighing' up of evidence. It is also an excellent basis for moving on to an A Level in Philosophy and Ethics.



Summary of Year 9 course content:

Sociology is the study of how society is organised, including its social structures and institutions. Students will be encouraged to think critically and analytically within the context of contemporary British society and its institutions, such as the family, the education system and crime and deviance.

By studying Sociology, students will be provided an opportunity to develop and enrich their understanding of 'social processes' that influence us, such as socialisation, power, conformity and social control. Through careful gathering and analysis of case studies and sociological theory, students will expand their awareness and knowledge of a variety of social issues - for example inequality, the media and poverty - and make substantiated judgements to draw reasoned conclusions.

Possible Career Paths:

There is an option to develop Sociology in KS4 through a GCSE course which is 100% examined. Key topics include Sociology of Families, Education, Crime and Deviance and Social Stratification.

Students will develop essay writing, research skills, logical reasoning, problem solving and critical thinking skills which provides excellent grounding for further education and a variety of career paths. Sociologists consider careers in law, the police force, local government, charity work, social work, journalism and law.

YEAR 9 GUIDED CHOICES 2025-2028

| A | B | C | D | E | F |
|---|----------------------|----------------------|-----------------------|-----------|---------------------------------------|
| <p><i>All students must continue to study both Geography AND History in Year 9. We would also prefer that students continue to study either French or Spanish (you may choose to study both).</i></p> | | | | | |
| Art & Design | Design & Technology | Dance | Dance | French | Computer Science |
| Design & Technology | Drama | Design & Technology | Drama | Geography | French |
| Food Technology | Food Technology | Food Technology | Food Technology | History | Geography |
| Geography | French | Geography | Geography | Media | History |
| History | Geography | Health & Social Care | History | Sociology | Spanish |
| Media | Health & Social Care | History | Media | | Study Skills (recommendation only) |
| Philosophy and Ethics | History | PE | Music | | |
| Photography | Spanish | Photography | Philosophy and Ethics | | |
| Spanish | | Spanish | Creative Writing | | |