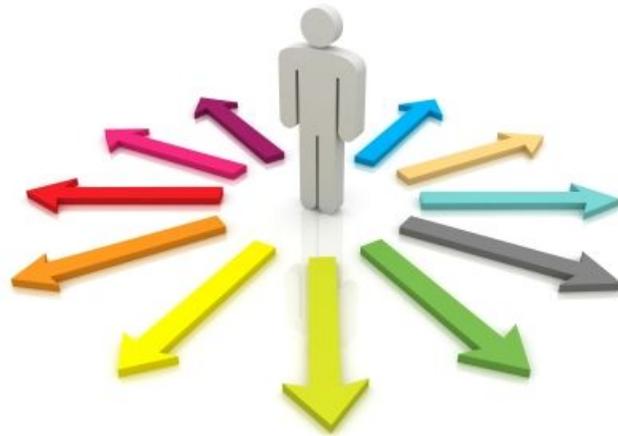




Small Heath  
Leadership Academy

# Year 10

## Curriculum Guide



**Information for students, parents and  
carers**



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# Introduction

The Academy's vision is underpinned by three core elements: **character**, **educational excellence** and **community service**.

The aim of this document is to provide you with an overview of the Year 10 curriculum for your child.

Our curriculum has been designed following the key principals of providing:

- **Strong** foundation for further learning and any chosen career path.
- **Traditional** learning to best equip our students with the knowledge and skills they need.
- **Ambition** so that all students aspire to achieve their best.
- **Rigorous** curriculum that offers breadth and depth in developing knowledge and skills.

Through our curriculum, we aim to promote our core values of STAR which are:

- Service
- Teamwork
- Ambition
- Respect



## SERVICE

Being a responsible citizen  
in our community



## TEAMWORK

Working together  
for excellence



## AMBITION

Aspiring to be  
our best



## RESPECT

Treating others as we  
wish to be treated



# Small Heath Leadership Academy Curriculum Offer and Overview

## Curriculum Intent

### Educational Excellence

- We aim to secure exceptional standards of educational achievement and prepare students well for their next stage in education, employment or training.
- We aim to improve the life chances of young people in areas regardless of social and economic background.
- We deliver a knowledge-based rich and academically rigorous curriculum that has the highest ambition for all. We want our students to be able to access top universities such as Oxford, Harvard and Yale. We want our students to be able to access high level apprenticeships and pursue any career of their choice.
- We place a strong emphasis on the English Baccalaureate. We recognise that studying a language enables our students to compete for the top jobs on a global platform.
- We aim to promote challenge for our students by including GCSE Computer Science and Single Sciences for our most able.
- We aim to promote equality by encouraging students to take up STEM subjects and provide extra-curricular provision to promote a love of learning.
- Academic GCSEs don't preclude out students from studying a whole host of creative and vocational subjects Post-16 and or pursuing any career of their choice.
- We aim to ensure fantastic outcomes and progress to FE/HE.

### Character Education

- We promote the development and nurturing of young leaders.
- We give students a practical and more successful understanding of their rights and responsibilities in society.
- We promote the physical, emotional and social wellbeing of students.
- We promote democracy and leadership with the implementation of our Academy Leaders, Academy Mentors and Academy Council Programmes.
- We encourage creativity, social and cultural capital through Art, Drama and English as three examples.
- We promote technical learning through Textiles, Computer Science, and Creative iMedia.
- We promote the development of resilience and challenge.
- We use the Learning Pit as a tool to develop soft skills and student character.

### Community Service

- We aspire to shape students into active British citizens, with a sense of responsibility for their actions.
- We aspire for our students to contribute positively to their local and wider community.
- We raise awareness of key events including Black History Month, Mental Health Awareness Week and Holocaust Memorial Day as examples.
- We promote Anti-Bullying Week as an opportunity to raise awareness and eliminate bullying.
- Our Pastoral Leaders are dedicated to running Community Projects for each year group to take ownership of such as Whole Academy Recycling and charitable work.
- We raise funds for charities through events such as MacMillan Coffee Morning.
- Our Student Leader system aspires to develop leaders to act as Academy Prefects, elected Academy Council members, Mentors and Bully Buddy Leaders.



# Curriculum Overview

## Core Curriculum Offer

All students will study English Language, English Literature, Mathematics and Science (our most able will be study Single Science)

English Language	English Literature	Mathematics	Single or Combined Science

## English Baccalaureate Offer

All students will study either Geography or History. Students can choose to study both. All students will study at least one language.

Geography	History	Languages



## Technical and Creative Offer

All students will study a minimum of one of the courses listed below. Most students will study two.

Health and Social Care	Creative I Media
	

Art	Sports Studies
	

## Enrichment and Spiritual, Moral, Social and Cultural Education Offer

All students will complete Physical Education and study Religious Studies.

Physical Education	Religious Studies
	

## Outside the Classroom

We also promote student character, development and cultural capital through our:

- 1) Form Time Programme
- 2) Academy Assemblies
- 3) Academy Council Opportunities
- 4) STAR Diploma
- 5) STAR Reader Programme
- 6) Charity Projects throughout the Year
- 7) Workshops led by External Agencies
- 8) Mentoring
- 9) Extra-Curricular Clubs
- 10) Whole Academy Initiatives



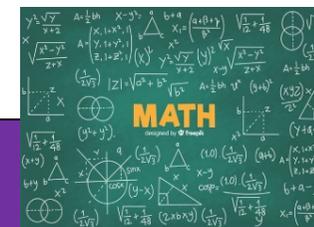
# Curriculum Overview

The next pages will provide an overview of the key content and skills that will be covered for each subject area in the Academy. The subjects are:

- 1) English Language and Literature
- 2) Mathematics
- 3) Science
- 4) Geography
- 5) History
- 6) French
- 7) Urdu
- 8) Spanish
- 9) Art
- 10) Creative I Media
- 11) Sports Studies
- 12) Health and Social Care
- 13) Physical Education
- 14) Religious Studies







# Mathematics

## Curriculum Intent

Mathematics is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. Our aim is to enable students to build a secure framework of mathematical reasoning, which they can use and apply with confidence. Our Maths curriculum allows students to develop fluent knowledge, skills and understanding of mathematical methods and concepts. They acquire, select and apply mathematical techniques to solve problems and reason mathematically, making deductions and inferences, and drawing conclusions. We set challenging targets in conjunction with high expectations for all students; targets which we hope to achieve through a variety of teaching and learning practices to engage and motivate students.

## Overview of Topics

Number and Rates	Algebra	Statistics	Non- Linear Algebra	Geometry
<ul style="list-style-type: none"> <li>Ratio and Proportion</li> <li>Direct and Inverse Proportion</li> <li>Percentages</li> <li>Surds</li> </ul>	<ul style="list-style-type: none"> <li>Rearranging Fractions</li> <li>Simultaneous Equations</li> <li>Linear Graphs</li> <li>Inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Conditional Probability</li> <li>Sets and Venn Diagrams</li> <li>Averages</li> <li>Cumulative Frequency and Box Plots</li> <li>Histograms and Frequency Polygons</li> </ul>	<ul style="list-style-type: none"> <li>Triple Expansion</li> <li>Quadratic Algebra</li> <li>Non-linear Graphs and Sequences</li> </ul>	<ul style="list-style-type: none"> <li>Non-right Angled Trigonometry</li> <li>Bearings</li> <li>Vectors</li> <li>Similarity and Congruence</li> <li>Circle Theorems</li> <li>Construction and Loci</li> </ul>

## SMSC and British Values

- Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen).
- We cover important themes such as tax, profits, personal finance etc.
- We teach students about the use of statistics particularly in the context of newspaper articles and news stories.
- We teach students about bias and ensuring objectivity in data collection methods.
- We aspire for all students to understand that learning a Mathematics is a life skill

## How are students assessed?

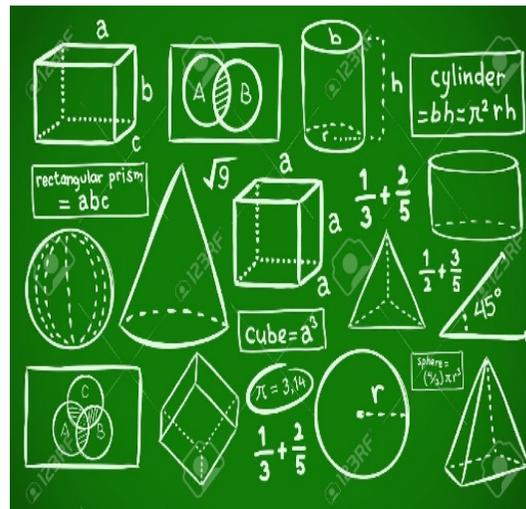
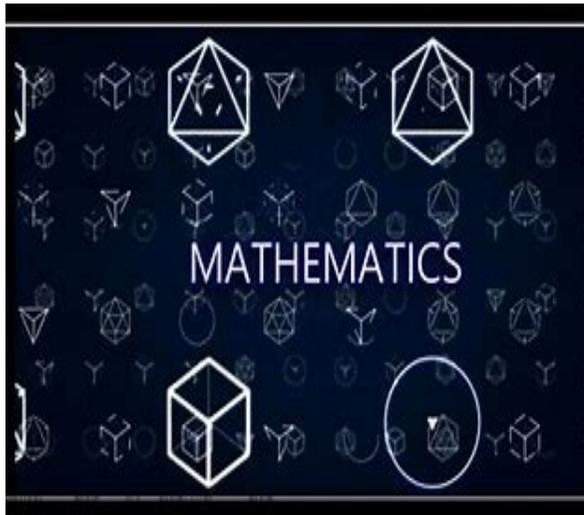
Students will have formative class assessment throughout the academic year. Mini assessments based on topics taught will be given every fortnight. Half-term assessments and end of term assessments will test their cumulative understanding based on fluency, reasoning and problem solving.



## Mathematics

### What skills and leadership opportunities will students acquire?

- Opportunities in lessons for students to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- Opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.
- Our students tutor and support each other in readiness for upcoming assessments and examinations.



### Websites and Independent Study Resources

EdExcel Mathematics GCSE

<http://qualifications.pearson.com/en/qualifications/edexcel-gcse/mathematics-2015.html> [www.vle.mathswatch.com](http://www.vle.mathswatch.com)

My Maths [www.mymaths.co.uk](http://www.mymaths.co.uk)

Kerboodle [www.kerboodle.com](http://www.kerboodle.com)

Just Maths [www.justmaths.co.uk](http://www.justmaths.co.uk)

Mr Barton Maths [www.mrbartonmaths.com](http://www.mrbartonmaths.com)

# JustMaths





## Combined Science

### Curriculum Intent

The aim of our Science curriculum is to enable students to understand, enjoy and marvel at the world around them, through enquiry-based lessons that challenge their thinking. We aim to encourage our students to develop a positive and practical approach to science. We also seek to develop key scientific skills, combine knowledge with practical application and establish cross-curricular links, where appropriate. We build understanding of the 'Big Ideas' in Science that are relevant to students' lives during and beyond. Science is a core GCSE subject as well as an essential requirement for most Science-based career routes. All students will study key aspects of Biology, Chemistry and Physics, but students taking Separate Sciences will follow a more in-depth and intensive programme of study. Through the study of Science, students will develop the following skills: communication, prediction, analysis, evaluation and problem solving.

### Overview of Topics

Biology	Chemistry	Physics
B5 Health and disease	C8 Acids and alkalis	P6 Radioactivity
B6 Plants	C9 Calculations involving masses	P7 Energy
B7 Homeostasis	C10 Electrolytic processes	P8 Forces
B9 Ecosystems and material cycles	C11 Metals	P12 Particle model
	C12 Reversible reactions	P9 Electricity and circuits
	C13 Groups in the periodic table	
	C14 Rates of reaction	

### How are students assessed?

Students will undertake formative class assessment throughout the academic year. Students will be assessed on their ability to evaluate practical experiments and conduct scientific analysis. Students will also be assessed on their ability to construct graphs and charts, to interpret data and make scientific inferences.

### What skills and leadership opportunities will students acquire?

- Leadership responsibilities in class and during events such as British Science Week.
- In Science, we have lead technicians during practical experiments.
- Subject Ambassador Opportunities.

### SMSC and British Values

- Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen).
- Learning about different beliefs and values. For example, with evolution, we teach students that there are different views but all views must be respected.
- In Science, we explore organ transplantation and we consider the ethics and cultural and religious perspectives.
- We teach about global topics including climate change.
- We teach students about healthy lifestyles including nutrition. We also teach about health relationships including family planning.
- Students are taught about key historical scientists.
- Students are taught about ethics when considering specific scientific practices such as GM crops for example.

### Websites and Independent Study Resources

[www.edexcel.com](http://www.edexcel.com)  
<https://www.my-gcscience.com/>  
<https://app.tassomai.com/login>  
<https://www.savemyexams.co.uk/>  
<https://www.freesciencelessons.co.uk/>  
<http://www.biologyinfo.co.uk/>, <http://www.chemistryinfo.co.uk/>  
<http://www.physicsinfo.co.uk/>



## Separate Sciences

### Curriculum Intent

The aim of our Science curriculum is to enable students to understand, enjoy and marvel at the world around them, through enquiry-based lessons that challenge their thinking. We aim to encourage our students to develop a positive and practical approach to science. We also seek to develop key scientific skills, combine knowledge with practical application and establish cross-curricular links, where appropriate. We build understanding of the 'Big Ideas' in Science that are relevant to students' lives during and beyond. Science is a core GCSE subject as well as an essential requirement for most Science-based career routes. All students will study Biology, Chemistry and Physics in-depth and will follow an intensive programme of study. Through the study of Science, students will develop the following skills: communication, prediction, analysis, evaluation and problem solving.

### Overview of Topics

Biology	Chemistry	Physics
B5 Health and disease B6 Plants B9 Ecosystems and material cycles	C14 Quantitative analysis C15 Dynamic equilibria C16 Chemical cells and fuel cells C12 Reversible reactions and equilibria C13 Transition metals, alloys and corrosion C17 Groups in the periodic table C18 Rates of reaction C13 Groups in the periodic table C14 Rates of reaction	P6 radioactivity P7 Astronomy P8 Energy P9 Forces P9 Electricity and circuits

### How are students assessed?

Students will undertake formative class assessment throughout the academic year. Students will be assessed on their ability to evaluate practical experiments and conduct scientific analysis. Students will also be assessed on their ability to construct graphs and charts, to interpret data and make scientific inferences.

### What skills and leadership opportunities will students acquire?

- Leadership responsibilities in class and during events such as British Science Week.
- In Science, we have lead technicians during practical experiments.
- Subject Ambassador Opportunities.

### SMSC and British Values

- Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen).
- Learning about different beliefs and values. For example, with evolution, we teach students that there are different views but all views must be respected.
- In Science, we explore organ transplantation and we consider the ethics and cultural and religious perspectives.
- We teach about global topics including climate change.
- We teach students about healthy lifestyles including nutrition. We also teach about health relationships including family planning.
- Students are taught about key historical scientists.
- Students are taught about ethics when considering specific scientific practices such as GM crops for example.

### Websites and Independent Study Resources

[www.edexcel.com](http://www.edexcel.com)  
<https://www.my-gcse-science.com/>  
<https://app.tassomai.com/login>  
<https://www.savemyexams.co.uk/>  
<https://www.freesciencelessons.co.uk/>  
<http://www.biologyinfo.co.uk/>, <http://www.chemistryinfo.co.uk/>  
<http://www.physicsinfo.co.uk/>



# Geography

## Curriculum Intent

Whilst studying Geography, students will learn about current global affairs as well as future global prospects. Students will have the opportunity to go on field trips with their class mates in both a rural and urban setting. Geography allows students to develop skills including the ability to discuss and debate large-scale problems (e.g. global warming, poverty, pollution, water shortages and natural hazards). Geography teaches students about environmental responsibility. Students also learn to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Through Geography, students develop an understanding of the global political issues that occur between countries, cultures, cities and their hinterlands, and between regions within countries.

## Overview of Topics

Rivers	Coasts	Urban Issues and Challenges	Natural Hazards
Erosion British Landscapes Hard and Soft Engineering Hydrographs Management	Erosion British Landscapes Hard and Soft Engineering Management	What is Urbanisation Internal Migration International Migration Urban issues in the UK Liverpool Case Study Birmingham Case Study Sustainable Urban Living City Structure	Tectonics Structure of the earth Earthquakes and Tsunamis Volcanoes Management of natural disasters Tropical Storms

## SMSC and British Values

- We cover important SMSC themes such as contraception, health and wellbeing and the importance of education in our Geography topics.
- Students explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments).
- Comparing cultural factors such as family sizes, religions, traditions, and governing styles for example; China, Nigeria and Brazil.
- We teach about global topics, interconnected, interdependence between countries.
- We aspire for all students to understand that learning Geography is a life skill which will support their interpretation, appreciation, and participation in a multi-cultural society.
- Students will learn about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers). Students will learn how rights of employees contradict based upon the country in which an employer is based.

## How are students assessed?

Students will formative class assessment throughout the academic year.

## What skills and leadership opportunities will students acquire?

- Fieldwork opportunities.
- Students learn about different countries, continents and cultures.
- Students will learn about globalisation.
- Student learn about how development varies between countries.
- Students learn about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed.

## Websites and Independent Study Resources

- <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>
- <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
- <https://www.ordnancesurvey.co.uk/mapzone/>
- <http://www.rgs.org/HomePage.htm>
- <http://www.nationalgeographic.com>
- <http://www.coolgeography.co.uk>
- <https://www.gcsepod.com>



# History

## Curriculum Intent

History provides students with an understanding of different people, cultures and the events that have helped to shape the world as it is today. History covers a wide range of time periods, societies and concepts. Students will learn to deal confidently with chronology, change and continuity across time, and the idea of historical significance. They will develop critical analysis skills, learning to assess sources and infer meaning. History provides our students with the skills that are needed to distinguish between fact and opinion, the ability to structure an argument, and knowledge of how to present their ideas in different formats. Understanding past events and people and their significance gives students a better insight into the world around them. We believe in the importance of not just learning history, but also learning from history.

## Overview of Topics

Paper 2: Period study B1: <i>Early Elizabethan England, 1558-88.</i>	Paper 2: British depth study 24/25: <i>The American West, c1835–c1895</i>
Key topic 1: Queen, government and religion, 1558-1569 Key topic 2: Challenges to Elizabeth home and abroad, 1569-1588 Key topic 3: Elizabethan society in the Ages of Exploration, 1558-1588	Key topic 1: The early settlement of the West, c1835–c1862 Key topic 2: Development of the plains, c1862–c1876 Key topic 3: Conflicts and conquest, c1876–c1895

## How are students assessed?

Students will undertake formative class assessment throughout the academic year based on the Edexcel examination papers. Students will be assessed on their ability to make inferences from sources and present a valid historical argument.

## What skills and leadership opportunities will students acquire?

- Historians are regarded as having had an education that trains their minds to assemble, organise and present facts and opinions which is very useful in many walks of life and careers.
- History also helps students to understand the world in which they live today.
- A good history education develops a healthy level of cynicism. Students will be analysing historical evidence which will help them see beyond the surface and help them understand why evidence is really produced.

## SMSC and British Values

- Learning about different cultures and practices.
- Students explore social and moral dilemmas linked with historical events that have occurred across the world.
- History unpicks key topics including freedom, slavery, equality, discrimination, human rights and more.
- We teach about global topics and interdependence between the historical periods.
- We teach about the diversity of History across the world.
- In History, we promote an environment in the classroom where everyone feels confident to express themselves.
- Students involved in teamwork tasks develop respect and service skills.
- The students in the medicine unit study look at all three areas and how the government tries to promote a healthy lifestyle.

## Websites and Independent Study Resources

BBC Bitesize History [www.bbc.co.uk/schools/gcsebitesize/history/](http://www.bbc.co.uk/schools/gcsebitesize/history/)  
Active History [www.activehistory.co.uk](http://www.activehistory.co.uk)  
Johndclare.net [www.johndclare.net](http://www.johndclare.net)



## French

### Curriculum Intent

The study of Languages helps to develop students' cultural awareness, teaches them the fundamentals of communicating effectively in a foreign language, and equips them with the skills they need to progress to a global marketplace. Students will learn how to convey vital information about themselves, their families and their lives, and will also master essential phrases, such as how to ask for directions, order food and organise social engagements. Pronunciation and grammar will be key components of the course, ensuring students are able to communicate through both spoken and written mediums. Students will also learn a variety of valuable transferrable skills whilst undertaking a Language, such as communication, problem-solving, creativity, ICT, literacy, numeracy and performance skills.

### Overview of Topics

School Theme	Wellbeing and Routine	Work	Travel and Holidays
<ul style="list-style-type: none"> <li>School Subjects</li> <li>Timetable</li> <li>School Facilities</li> <li>School Rules and Regulations</li> <li>Uniform</li> </ul>	<ul style="list-style-type: none"> <li>Healthy and unhealthy habits</li> <li>Sports</li> </ul>	<ul style="list-style-type: none"> <li>Jobs</li> <li>Work</li> <li>Career Prospects</li> <li>Work Experience</li> </ul>	<ul style="list-style-type: none"> <li>Holiday</li> <li>Travel Plans</li> <li>Hotel Stay</li> <li>Ordering at a restaurant</li> <li>Disastrous holidays</li> </ul>

### SMSC and British Values

- Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen).
- We cover important SMSC themes such as food and nutrition in our Language topics.
- Learning about different cultures and practices.
- Comparing cultural factors such as food and education in France to the British context.
- We teach about global topics, interconnected, interdependence between countries.
- We teach about the diversity of Languages across the world.
- We aspire for all students to understand that learning a language is a life skill which will support their interpretation and participation in a multi-cultural society.

### How are students assessed?

Students will undertake formative class assessments throughout the academic year in the four key skills (Reading, Writing, Speaking and Listening).

### What skills and leadership opportunities will students acquire?

- There are opportunities for students in lessons to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- There are opportunities beyond lessons for students to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.

### Websites and Independent Study Resources

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658/assessment-resources>

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658/teaching-resources>

<https://www.memrise.com/course/52220/aqa-gcse-french-vocabulary/>

<https://revisionworld.com/gcse-revision/french>



## Spanish

### Curriculum Intent

The study of Languages helps to develop students' cultural awareness, teaches them the fundamentals of communicating effectively in a foreign language, and equips them with the skills they need to progress to a global marketplace. Students will learn how to convey vital information about themselves, their families and their lives, and will also master essential phrases, such as how to ask for directions, order food and organise social engagements. Pronunciation and grammar will be key components of the course, ensuring students are able to communicate through both spoken and written mediums. Students will also learn a variety of valuable transferrable skills whilst undertaking a Language, such as communication, problem-solving, creativity, ICT, literacy, numeracy and performance skills. As a Department, we are committed to making language learning a positive, enjoyable experience through a variety of teaching and learning activities.

### Overview of Topics

Living Style and the Environment	Daily Routine	Holidays	Employment Opportunity
<ul style="list-style-type: none"> <li>Rooms in a house</li> <li>Poverty</li> <li>Food Groups</li> <li>Looking after the environment</li> <li>Healthy and unhealthy living</li> <li>Sports Events</li> </ul>	<ul style="list-style-type: none"> <li>Ordering food in a restaurant</li> <li>Injuries</li> <li>Parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>Free time activities</li> <li>Holiday activities</li> <li>Weather</li> <li>Transport</li> <li>Countries</li> <li>Holiday</li> </ul>	<ul style="list-style-type: none"> <li>Work Experience</li> <li>Reasons for Learning Languages</li> <li>Career Prospects</li> </ul>

### How are students assessed?

Students will undertake formative class assessments throughout the academic year in the four key skills (Reading, Writing, Speaking and Listening).

### What skills and leadership opportunities will students acquire?

- There are opportunities for students in lessons to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- There are opportunities beyond lessons for students to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.

### SMSC and British Values

- Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen).
- We cover important SMSC themes such as food and nutrition in our Language topics.
- Learning about different cultures and practices.
- Comparing cultural factors such as food and education in Spain to the British context.
- We teach about global topics, interconnected, interdependence between countries.
- We teach about the diversity of Languages across the world.
- We aspire for all students to understand that learning a language is a life skill which will support their interpretation and participation in a multi-cultural society.

### Websites and Independent Study Resources

[www.linguascope.com](http://www.linguascope.com)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.studyspanish.com](http://www.studyspanish.com)



## Urdu

### Curriculum Intent

The study of Languages helps to develop students' cultural awareness, teaches them the fundamentals of communicating effectively in a foreign language, and equips them with the skills they need to progress to a global marketplace. Students will learn how to convey vital information about themselves, their families and their lives, and will also master essential phrases, such as how to ask for directions, order food and organise social engagements. Pronunciation and grammar will be key components of the course, ensuring students are able to communicate through both spoken and written mediums. Students will also learn a variety of valuable transferrable skills whilst undertaking a Language, such as communication, problem-solving, creativity, ICT, literacy, numeracy and performance skills. As a Department, we are committed to making language learning a positive, enjoyable experience through a variety of teaching and learning activities.

### Overview of Topics

School Theme	Wellbeing and Routine	Work	Travel and Holidays
<ul style="list-style-type: none"> <li>School Subjects</li> <li>Timetable</li> <li>School Facilities</li> <li>School Rules and Regulations</li> <li>Uniform</li> </ul>	<ul style="list-style-type: none"> <li>Healthy and unhealthy habits</li> <li>Sports</li> </ul>	<ul style="list-style-type: none"> <li>Jobs</li> <li>Work</li> <li>Career Prospects</li> <li>Work Experience</li> </ul>	<ul style="list-style-type: none"> <li>Holiday</li> <li>Travel Plans</li> <li>Hotel Stay</li> <li>Ordering at a restaurant</li> <li>Disastrous holidays</li> </ul>

### SMSC and British Values

- Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen).
- We cover important SMSC themes such as food and nutrition in our Language topics.
- Learning about different cultures and practices.
- Comparing cultural factors such as food and education.
- We teach about global topics, interconnected, interdependence between countries.
- We teach about the diversity of Languages across the world.
- We aspire for all students to understand that learning a language is a life skill which will support their interpretation and participation in a multi-cultural society.

### How are students assessed?

Students will undertake formative class assessments throughout the academic year in the four key skills (Reading, Writing, Speaking and Listening).

### What skills and leadership opportunities will students acquire?

- There are opportunities for students in lessons to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- There are opportunities beyond lessons for students to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.

### Websites and Independent Study Resources

<http://www.bbc.com/urdu>

<http://www.akhbar-e-jehan.com/>



## Health and Social Care

### Curriculum Intent

Our Health and Social Care curriculum focuses on learner's essential knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both their personal development and future economic well-being. Students will be provided with specialist knowledge and skills for everyday use. Students will be introduced to demanding material and skills, which will encourage their independency and creativity. The curriculum is designed in collaboration with experts spanning the breadth of the sector, the Cambridge Nationals in Health and Social Care focuses on the practical skills, knowledge and understanding of topics, issues and legislation that are important to be aware of in health, social care and early years settings.

### Overview of Topics

- R025: Understanding life stages
- R021: Essential values of care for use with individuals in care settings

### How are students assessed?

Students will be given formative assessment by their class teacher at the end of each learning objective in the unit. There are four learning objectives in each unit and the quantity of marks vary. Each unit has 60 marks available and students distinction and 54 or more for a level 2 distinction\*. Anything less need 36 marks for a level 2 pass, 42 for a level 2 merit, 48 for a level 2 than 36 marks will be awarded level 1 grades.

### SMSC and British Values

- In Health and Social Care, students learn about different physical, intellectual, emotional and social needs of individuals.
- Students explore social and moral dilemmas linked to key philosophical ideas and debates. For example, students will learn about maintaining rights of individuals.
- Health and Social Care unpicks key topics including maintaining rights; such as confidentiality, protection from harm and abuse and discrimination.
- Students also explore different types of legislation, which helps individuals to maintain their rights, for example: Health and Safety at Work Act, The Mental Health Act and The Children Act 2004.
- Health and Social Care teaches tolerance of those with different faiths and beliefs, freedom of speech, individual liberty.
- Health and Social Care promotes individual liberty; mutual respect for and tolerance of those with different physical, mental and emotional needs.
- Health and Social Care promotes the rule of law; mutual respect for and tolerance of those with different needs.

### What skills and leadership opportunities will students acquire?

- There are opportunities in lessons for students to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic.
- There are opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.
- Enrichment Week Activities.
- Researching Employment and Careers Opportunities.

### Websites and Independent Study Resources

<https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/>

<https://www.bbc.co.uk/bitesize/topics/zbp2scw>



## Creative I Media

### Curriculum Intent

The Creative I Media and ICT curriculum forms part of the Academy vision that all students should experience a broad, balanced and academically rich curriculum. We are confident that our Creative I Media and ICT curriculum contributes to students' academic learning and personal growth. We also aim to use Creative I Media and ICT as a tool to contribute to students' acquisition of cultural capital. Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21<sup>st</sup> century.

### Overview of Topics

- Unit R092: Developing Digital Games
- R082: Creating Digital Graphics

### How are students assessed?

Students will be given formative assessment by their class teacher at the end of each learning objective in the unit. They will be given feedback on their first draft on what they need to improve. There are four learning objectives in each unit and the quantity of marks vary. Each unit has 60 marks available and students need 36 marks for a level 2 pass, 42 for a level 2 merit, 48 for a level 2 distinction and 54 or more for a level 2 distinction\*. Anything less than 36 marks will be awarded level 1 grades.

### SMSC and British Values

- **Spiritual** education within Creative iMedia enables students to reflect on the amazing advances in Creative iMedia technology today. Students participate in competitions and group work to enhance their self-worth and develop an understanding of where they 'fit' within society. Students also gain an understanding of how computers sometimes can perform better than humans with certain activities.
- **Moral** education involves scenarios which students put themselves in real life situations to reflect on the morality behind them. Students also reflect on the issues surrounding the misuse of Creative iMedia, both inside and outside of school. Moral education within Creative iMedia allows students to investigate their perceptions of certain topics within the media and then develop them where necessary.
- **Social** development within Creative iMedia is prominent when encouraging group activities and social interaction. Students are able to express themselves effectively and need to work collaboratively to succeed within projects and collect effective research. Finally, students are encouraged to empathise with certain groups within society and try to develop better Creative iMedia solutions for them.
- **Cultural** development allows students to explore cultural barriers and to develop ways around this through Creative iMedia. Students create new opportunities through Creative iMedia and investigate the possibility of email and contact throughout the world.

### What skills and leadership opportunities will students acquire?

- Report Writing
- Use of software
- Group work
- Presentations
- Students Ambassador Opportunities

### Websites and Independent Study Resources

<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/>

<https://ocr.org.uk/qualifications/gcse/computer-science-j276-from-2016/>



## Art

### Curriculum Intent

Students will develop a working knowledge of the materials, practices and technology of art, craft and design, along with the skills to investigate, analyse and experiment using practical and imaginative dexterity to express their ideas, feelings and meanings. They will also develop an understanding of the language, functions and place of art in history and in society. The specific practical skills students will develop include a broad range of drawing, painting, printmaking and 3D techniques such as ceramics. Our Creative Art Department encourages students to develop an adventurous and enquiring approach to the subject and acquire the skills to express themselves through a range of artistic mediums. Students will develop an understanding of both historical and contemporary art and design and be able to produce a personal response to a range of ideas and starting points.

### Overview of Topics

Personalised research to generate ideas and primary/secondary source visual imagery to create an A2 Mixed Media drawing and a mixed media collage/print/stitched piece relating to the theme of autobiography.

Introduction to artists Jean Michel Basquiat and Grayson Perry with a ceramic vessel and A2 reduction lino print created in response to their work.

### How are students assessed?

Students will receive formative class assessments throughout the academic year.

### SMSC and British Values

- Art teaches tolerance of those with different faiths and beliefs, freedom of speech, individual liberty.
- Art promotes individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- In Creative Arts, we promote an environment in the classroom where everyone feels confident to express themselves.
- Students involved in team work tasks develop respect and service skills.
- Students are given the opportunity to evaluate their own personal strengths and areas for development and to use this to inform goal setting.
- Students are given the opportunity to recognise their personal strengths and how this affects their self-confidence and self-esteem.
- Creative Arts encourage the consideration of similarities, differences and diversity among different race, culture, ability, disability, sex, gender identity, age & sexual orientation, impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals & communities.

### What skills and leadership opportunities will students acquire?

- Students have the opportunities in lessons to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- Students have the opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.

### Websites and Independent Study Resources

- <http://www.art2day.co.uk/>
- <http://www.studentartguide.com>
- <http://www.bbc.co.uk/education/subjects/z6hs34j>
- <http://www.artscouncil.org.uk/>
- <http://www.art2day.co.uk/>
- <http://www.studentartguide.com>



## Sports Studies

### Curriculum Intent

Through Sports Studies, students learn to work effectively as part of a team, collaborating with others to achieve shared goals, which can help to strengthen their relationships with peers and enhance their self-esteem, whilst also encouraging them to develop a sense of responsibility for their own efforts and performance. The tactical nature of many sports encourages students to plan ahead, make considered judgements, and to keep trying their hardest in the face of adversity, which are some of the many reasons why Sport Studies helps to develop students' leadership skills and resilience.

### Overview of Topics

In year 10 students complete units RO52 Practical Sport and RO51 Contemporary Issues in Sport. Each unit has four learning outcomes. RO51 will be assessed externally through a 60-minute written exam, whilst RO52 will be internally assessed and externally moderated by the exam board. Students will then select a further two optional units from Sports Leadership (RO53), Outdoor Activities (RO56) and Working in the Sports Industry (RO55).

### How are students assessed?

Formal written tests will be used to assess RO51 (sample exam papers), in contrast the teacher will complete witness statements related to the student's practical performance.

### SMSC and British Values

- Students will learn to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise.
- Students will learn to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.
- Students will learn about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so.
- Students will learn the knowledge and skills needed for setting realistic and challenging personal targets and goals.
- Students will learn about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills.
- Students will learn to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them.
- Students will learn about different work roles and career pathways, including clarifying their own early aspirations.

### What skills and leadership opportunities will students acquire?

- We provide opportunities to reflect on the leadership skills of pioneers, thinkers, leaders and experts in the subject. We call them Physical Education and Sports Studies Leaders in the classroom. Each academic year a group of students are selected to complete the level 1 sports leaders award. Students then support activities in school and the community.

### Websites and Independent Study Resources

<https://www.bbc.co.uk/education/subjects/z34k7ty>

<https://my.dynamic-learning.co.uk/>

<https://www.doddlelearn.co.uk/>

<https://www.cambridgenationals>



## Physical Education

### Curriculum Intent

The academy's Physical Education (PE) programme encourages all students to participate in sports for the benefit of their physical and mental health, and aims to provide a wide variety of activities to appeal to everyone. PE improves students' physical fitness, flexibility, dexterity and endurance, and educates them about the importance of health and well-being. Students are encouraged to work hard to develop their skills, which in turn helps to build their self-confidence as they become more adept at different types of sport.

### Overview of Topics

- Football
- Handball
- Table Tennis
- Racketball
- Yoga/Dance
- Badminton
- Softball / rounders/ Cricket
- Fitness Training
- Athletics
- Netball

### How are students assessed?

Students will undertake formative class assessments throughout the academic year. Students will be assessed on their application of skills, tactics and strategies in each unit. Each unit consists of six guided learning hours.

### What skills and leadership opportunities will students acquire?

- There are opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities through the academic year.
- Sports Leaders Award / Cricket activators award provide formal leadership qualifications.
- Students gain leadership experience through supporting sports partnership competitions.

### SMSC and British Values

- We teach students about healthy lifestyles including nutrition.
- Physical education allows students to recognise their personal strengths and how this affects their self-confidence and self-esteem.
- Physical Education covers the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies.
- Physical Education covers the importance of and ways of taking increased responsibility for their own physical health and personal hygiene.
- Students will learn the benefits of physical activity and exercise and the importance of sleep.
- Students will learn the importance of, and strategies for, maintaining a balance between work, leisure and exercise.
- Students will learn what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting).
- Students will learn different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work.

### Websites and Independent Study Resources

<https://www.bbc.co.uk/education/subjects/z34k7ty>

<https://my.dynamic-learning.co.uk/>

<https://www.doddlelearn.co.uk/>

<https://www.cambridgenationals>



## Religious Education

### Curriculum Intent

Religious Studies aims to promote religious understanding and appreciation of people from all backgrounds, beliefs and cultures. Religious Studies promotes a sympathetic understanding of religions, including both those that are locally represented and those which have been formative in the lives of people in the history of the world. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Through Religious Studies, students gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

### Overview of Topics

Theme 1: Relationships and families.  
Theme 2: Religion and life.  
Theme 3: Religion, peace and conflict.  
Theme 4: Religion, crime and punishment.

### How are students assessed?

Paper 1: The study of religions: beliefs, teachings and practices	Paper 2: Thematic studies
Written exam: 1 hour 45 minutes 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG) 50% of GCSE	Written exam: 1 hour 45 minutes 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG) 50% of GCSE

### SMSC and British Values

- In Religious Studies, students learn about different cultures and practices.
- Students explore social and moral dilemmas linked to key philosophical ideas and debates. For example, students will learn about family planning, abortion, atheism and more.
- Religious Studies unpicks key topics including freedom, slavery, equality, discrimination, human rights and more.
- Religious Studies promotes individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- Religious Studies promotes the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- We teach about the diversity of Religious Studies across the world.
- In Religious Studies, we promote an environment in the classroom where everyone feels confident to express themselves.
- Students involved in team work tasks develop respect and service skills.

### What skills and leadership opportunities will students acquire?

- There are opportunities in lessons for students to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- Opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.

### Websites and Independent Study Resources

- [www.aqa.org.uk](http://www.aqa.org.uk)
- <http://request.org.uk/>
- <https://www.god.tv>
- [bbc.co.uk/religion/religions/islam](http://bbc.co.uk/religion/religions/islam)
- <http://www.bbc.co.uk/religion/religions/christianity/>



## Key Staff for Year 10

Pastoral	
Pastoral Leader	Mr Jones
Senior Leadership Team Link	Mr Dye
Academic Directors of Learning	
English	Mr Issam
Mathematics	Mr Ellahi
Science	Ms Hanif
Geography	Mr Landini
History	Mr Hemphill
Vocational Subjects Health and Social Care, Creative I Media, Sports Studies	Mr Bunce
Modern Foreign Languages French and Spanish	Ms Ligouri
Community Languages Urdu	Ms Begum
Religious Studies	Ms Yousaf
Computer Science	Mr Bunce
Creative Arts Textiles and Expressive Arts	Ms Brookin
Physical Education	Darren Farmer



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