



## CURRICULUM STATEMENT

### Definition of Curriculum

Four distinct models of curriculum can be drawn academic research. These can be summarised as:

1. Curriculum as a body of knowledge to be transmitted;
2. Curriculum as an attempt to achieve certain ends in students – product;
3. Curriculum as process – or a particular form of specification about the practice of teaching;
4. Curriculum as praxis – as above, but with a specific, moral purpose.

Therefore, at OBHS we are engaged in understanding the curriculum in its broader definitions.

It is essential that the curriculum is organised in such a way that it provides students with the opportunity to learn expected behaviours and be successful in their learning and in a way that is aligned to our values of:

- Equality
- Integrity
- Cooperation
- Tolerance
- Mutual Respect
- Fairness

### OBHS Strategic Intent:

- Have high success rates in terms of academic achievement;
- Efficient in delivery and cost effective;
- Diverse and rich experiences that develop students academically, socially and culturally;
- Fit for the 21 Century, responding to the local, regional, national and global challenges;
- Engaging and responsive to individuals irrespective of starting points and background;
- Prepare students with the skills for their next step into education or training.

### OBHS Curriculum Design Principles:

- Curriculum design supports the strategic intent of the curriculum;
- Population design should be driven by the specific OBHS curriculum implementation;
- Subject specialism and expertise should be called upon to staff specialist curriculum subjects, particularly at KS4 in examination subjects;
- Scheduling patterns - subjects are scheduled equally across the school week, so no subject is disadvantaged by the delivery pattern;
- Curriculum Enhancement is focussed at Key Stage 3 and Key Stage 4 English and Maths;
- Personalisation of the curriculum is introduced before the end of Key Stage 3;
- The KS3 curriculum is based on the National Curriculum and requires 3 years to ensure breadth and dept, with all students having access to a modern foreign language
- The majority of students should study the EBACC curriculum at KS4, ensuring most students study a modern foreign language at KS4;

### Key Stage 3 (Years 7, 8, 9) Curriculum Content

Y7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<b>The Modern Novel Study:</b> the effective interpretation of the evidence - inference.	<b>Journeys:</b> an investigation into and development of a writer's voice.	<b>Multicultural Poetry:</b> The impact of a writer's choices; context and intentions.	<b>Crime and Punishment:</b> the effective interpretation of evidence; context and intentions.	<b>Fantasy and Folklore (Writing):</b> Developing a voice as a writer thinking carefully about the impact of choices.	<b>Fantasy and Folklore (Reading):</b> the effective interpretation of evidence; inference; identifying and analysing a writer's voice.
Maths	Basic numeracy skills and numeracy evaluation. Order of operations.	Basic algebra: symbolic representation, substitution, collecting like terms, expanding one bracket.	Negative numbers including decimals. Solving simple equations. Patterns and generalising.	Proportion, ratio and measures. Fractions, decimals and percentages.	Percentage of an amount. Percentage decrease and increase. Reverse percentages.	Fraction arithmetic including mixed numbers.
Science	<b>Ecosystems 1</b> (independence and plant reproduction) and <b>Forces 1</b> (Speed and Gravity)	<b>Matter 1</b> (Particle model and separating mixtures) and <b>Organisms 1</b> (Cells and movement)	<b>Electromagnets 1</b> (Circuits) and <b>Waves 1</b> (Sound and light)	<b>Energy 1</b> (Cost and transfer) and <b>Genes 1</b> (Variation and human reproduction)	<b>Reactions 1</b> (acids and alkalis)	<b>Earth 1</b> (Earths structure and the universe)
Geography	<b>Critical Geography and changing landscapes</b> The United Kingdom Physical geography of the landscape, ecosystems, population, settlement and issues	<b>Critical Geography and skills:</b> Fantastic places and map skills	<b>Landscape builders:</b> River landscapes physical processes, management of river landscapes	<b>The wider world:</b> Europe Physical geography of the landscape, ecosystems, population, settlement and issues	<b>People and the planet:</b> Population invasion-patterns, causes, impacts of population growth and decline	<b>Investigation in Geography:</b> Chewing gum investigation  Economic sectors, impacts of industry and consumer choices
History	<b>Medieval History:</b> 1066 and the Norman invasion.	<b>Medieval History:</b> The Norman Conquest, the power of the Church.	<b>Medieval History:</b> The Crusades, Church v Crown.	<b>Medieval History:</b> Medieval life.	<b>Medieval History:</b> The Black Death, Medieval Norwich.	<b>Thematic Study:</b> Migration to Britain.
MFL French	<b>C'est Perso:</b> Describing myself and others	<b>C'est Perso:</b> Describing myself and others	<b>Mon Collège:</b> School life, subjects, days and time	<b>Mes Pasetemps:</b> Free time activities, frequencies	<b>Ma Zone:</b> Where I live, house, town and area	<b>Ma Zone:</b> Where I live, house, town and area
Technology	<b>Product Design:</b> Wood and plastics manufacturing skills, H&S- timbers & polymer theory, CAD/CAM, Drawing skills and mathematical modelling. <b>Textiles:</b> Creating a tablet stand using hand and machine sewing skills, fibres and fabrics theory, repeat printing and drawing/painting skills. <b>Food:</b> Basic uses of equipment, the Eat Well Guide and nutritional values, using it to help make informed Food Choices, in relation to physical health and well-being.					
Music	<b>The Elements of Music:</b> Rhythm, pulse, dynamics and texture. These are taught through composing and performing rhythms and singing simple unison songs.	<b>Instrumental skills:</b> Developing piano/Keyboard skills through progressively graded pieces, develop understanding of pitched notation. Continue to develop singing skills.	<b>Instrumental skills:</b> Developing Ukulele skills: chords, strumming patterns, reading tab notation and ensemble performing, Continue to develop singing skills with introduction of 2 part singing	<b>Composing:</b> Develop composing skills using keyboards and ukuleles, creating music to a given theme.	<b>Introduction to World Music:</b> Learn about the pentatonic scale and how it creates the unique sound of Chinese music. Learn to play a Pentatonic piece on keyboards and how a melody can be put with an ostinato pattern. Learn how to improvise using the pentatonic scale.	<b>Chords and popular song,</b> working as a class and in small groups, perform popular songs using keyboards and ukuleles.

Drama	<b>Storytelling:</b> focussing on introducing key skills of performance.		<b>Ernie's Incredible Illucinations:</b> introducing working with a script.	<b>Charlie and the Chocolate Factory:</b> using scripts to create characters	<b>Blodin the Beast:</b> using a story and images to create performances	<b>Evacuees:</b> creating performances and developing character – revisiting Y7 skills.
Art	<b>The formal elements of Art – Line and Tone:</b> Introduction to Formal Elements with a focus on 'line' and 'tone'.	<b>The formal elements of Art – Pattern</b> using William Morris as featured artist.	<b>The formal elements of Art – Colour Theory</b> using Van Gogh as featured artist.	<b>The formal elements of Art –Natural Forms</b> including links to Van Gogh and Expressionism.	<b>Aboriginal Project:</b> Dreamtime and symbols.	<b>Aboriginal Project:</b> Creating stories using Aboriginal techniques and symbols – final outcome assessment
P.E	<b>Invasion Games:</b> passing, shooting, travelling with the ball, rules of the game, attacking and defending.		<b>Invasion Games:</b> handball and rugby. <b>Table Tennis:</b> serves, shots, movements, the rules. <b>Fitness:</b> Performing at maximum. <b>Dance and gym:</b> Creative Movement.		<b>Athletics:</b> An introduction to track and field events. Performing at maximum: beating personal bests in runs, jumps and throws. <b>Rounders, cricket:</b> batting, fielding, bowling. <b>Tennis:</b> serves, shots, movement around the court, the rules.	
P.D	<b>RE:</b> Religious Leaders, where, how, why when did the 6 major faiths begin.	<b>RE:</b> Jesus' life and teachings, main beliefs for Christians.	<b>RE:</b> Festivals, how and why are they celebrated from a range of faiths.	<b>Citizenship:</b> Democracy	<b>Citizenship:</b> Liberties in the UK	<b>PSHE:</b> Puberty and Relationships
IT	<b>Using Computers Safely, Effectively and Responsibly:</b> Analytical/software skills.	<b>Algorithms, Binary:</b> Computational thinking skills, programming basics.	<b>Introducing Python:</b> Programming Constructs, computational thinking.	<b>Hardware, connecting computers:</b> Analytical, description, evaluation.	<b>Interrogating data:</b> analytical, problem solving, computational thinking, software skills.	<b>Digital Divide:</b> Analytical, ethics, evaluation, observation, comparison.

Y8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<b>Text Transformations:</b> developing structure and text coherence as a writer.	<b>Death of a Salesman:</b> The impact of a writer's choices; context and intentions.	<b>Dystopian Fiction:</b> The impact of a writer's choices; the effective interpretation of evidence.	<b>Literary Villains:</b> The impact of choices within a text with a focus on structural choices and their effect.	<b>Ray Bradbury's Short Stories:</b> The impact of a writer's choices; the effective interpretation of evidence.	<b>She Wolves:</b> A writer's voice (form, perspective); the impact of structural choices within a text.
Maths	Indices, special numbers and sequences. Standard form.	Coordinates, angles, 2D and 3D shapes. Algebraic manipulation and solving equations.	Proportion, ratio, measures and equivalence. Fractions and percentages.	Perimeter, area and volume. Area and circumference of circles. Similarity and congruence.	Perimeter, area and volume. Area and circumference of circles. Similarity and congruence. (continued)	Graphical representation and real life graphs.
Science	<b>Forces 2</b> (contact forces and pressure) and <b>Matter 2</b> (Elements and the periodic table).	<b>Organisms 2</b> (Breathing and digestion) and <b>Reactions 2</b> (Chemical reactions and energy).	<b>Energy 2</b> (Work and heat transfer) and <b>Genes 2</b> (Evolution and inheritance).	<b>Electromagnets 2</b> (Magnetism and Electromagnets) and <b>Waves 2</b> (Wave effects and wave properties).	<b>Earth 2</b> (Climate and the Earth's resources) and <b>Ecosystems 2</b> (Respiration and photosynthesis).	<b>Skill builder sessions</b> Preparations for step into GCSE, exam technique.
Geography	<b>Critical Geography and changing landscapes</b> Migration-issues and benefits, using critical thinking skills on source materials	<b>Critical Geography and skills:</b> Migration and settlement, issues and benefits, using critical thinking skills on source material.	<b>Landscape builders:</b> Coastal landscapes- physical processes, management of coastal landscapes	<b>The wider world:</b> Asia Physical geography of the landscape, ecosystems, population, settlement and issues	<b>People and the planet:</b> Wasteful world  Current affairs and consumer choices, impacts and responses.	<b>Investigation in Geography:</b> Weather and climates/microclimate investigation. Weather systems and processes, impacts of extreme weather.
History	<b>Early Modern Britain:</b> The Reformation and Counter-Reformation.	<b>Early Modern Britain:</b> Elizabeth I and the Spanish Armada.	<b>Industrial Britain:</b> Causes of the Industrial Revolution.	<b>Industrial Britain:</b> The British Empire.	<b>Industrial Britain:</b> Social History: public health, living and working conditions.	<b>Thematic Study:</b> Crime and Punishment.
MFL French	<b>T'es branché:</b> Media, genre and opinions.	<b>Paris, je t'adore:</b> A visit to Paris, past tense.	<b>Paris je t'adore:</b> A visit to Paris, past tense.	<b>Mon Identité:</b> Relationships and interests, opinions and reflexive verbs	<b>Mon Identité:</b> Relationships and interests, opinions and reflexive verbs	<b>Chez Moi, Chez Toi:</b> House and home area., comparisons, French customs
MFL German	<b>Hallo!</b> Introducing myself, language basics.	<b>Die Schule:</b> School, subjects, opinions, days and time	<b>Die Schule:</b> School, subjects, opinions, days and time	<b>Famlie und Freunde:</b> Family and friends.	<b>Freizeit:</b> Free time activities, frequencies	<b>Mein Zuhause:</b> House and home area.
Design	<p><b>Product Design:</b> Metal and Timbers manufacturing skills; H&amp;S, Timbers and joining methods, metal theory. Drawing skills and mathematical modelling.</p> <p><b>Textiles:</b> Creating a messenger bag using paper patterns and machine sewing skills, smart and modern Textiles theory, use of templates and inkodye.</p> <p><b>Food:</b> Cross contamination, hygiene and safety and planning and producing meals for specific target groups.</p>					
Music	<p><b>Blues music</b> Learn how to play the 12 bar blues chord progression, through the use of the keyboard and the ukulele, the blues scale, improvisation using the blues scale and AAB song structure. Develop and understanding of the history and the context of Blues music.</p>		<p><b>Composing music</b> Exploring creative ideas and how to compose music to a given theme.</p>	<p><b>Repeating patterns in music</b> Exploring repeating patterns in music through performing and composing using Pachelbel's Canon as a starting point.</p>	<p><b>Four Chord Song and developing band skills.</b> Learn what a mash-up is and learn how to play the 4 chord progression to create their own mash-ups. Students will also learn to play chords in different ways. Working in groups to develop band skills.</p>	

Drama	<b>Non Naturalism</b> - using techniques such as props/synchronisation/masks to develop skill based performances.	<b>Skills</b> - focussing on specific skills such as genre, status and techniques linking to the practitioner Stanislavski.	<b>The Red Tree</b> - using a stimulus to perform from using images as a starting point for a performance.	<b>Science Fiction</b> - using a radio script in performance and learning the differences to performing on the stage and without being seen.	<b>Shakespeare</b> - creating atmosphere in a performance using lighting and music along with physical theatre.	<b>The Accordion Shop</b> - using a script to create a performance using skills learnt over past 2 years (split stage, vocal skills, and physical skills to create character).
Art	<b>Public Places, Personal Spaces:</b> one and two point perspective drawing with Rousseau as featured artist.		<b>Under the Sea:</b> printing techniques experimenting with paint and mixed media.		<b>Architecture:</b> Explorative project into architecture with Hundertwasser as the featured artist.	
P.E	<b>Invasion Games:</b>		<b>Invasion Games:</b> handball and rugby. <b>Table Tennis:</b> serves, shots, movements, the rules. <b>Fitness:</b> Performing at maximum. <b>Dance and gym:</b> Creative Movement.		<b>Athletics:</b> <b>Rounders, cricket:</b> <b>Tennis:</b>	
P.D	<b>RE:</b> Islam, main beliefs and teachings and challenges in todays' society.	<b>RE:</b> Pilgrimage, range of sites from different faiths exploring significance.	<b>RE:</b> Signs and Symbols, the importance of symbols from the main faiths.	<b>Citizenship:</b> Law and the Justice System.	<b>PSHE:</b> Developing awareness of the dangers and risks of drugs and alcohol.	<b>PSHE:</b> SRE - consent, sex and the law, contraception, assessing and dealing with risky situations, the media and sex.
IT	<b>Computer Crime/Cyber Security:</b> Analytical/Enquiry/Research/global issues.	<b>Understanding computers:</b> Binary, Convergence and new technologies: Computational thinking, programming constructs, calculation and conversion.	<b>Spreadsheets modelling:</b> Software skills, mathematical modelling, analysis and design.	<b>Programming with the microbit:</b> Computational thinking, programming constructs, analysis, design and evaluation.	<b>HTML and website development:</b> Software skills, design and evaluation, programming constructs.	<b>Game Concept:</b> Analysis, design and evaluation, research.

Y9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<b>Two Centuries of Poetry:</b> The impact of writers' choices; context and intentions.	<b>Gothic Writing:</b> developing structure and text coherence as a writer; making appropriate choices.	<b>Rhetoric:</b> developing structure and text coherence as a writer; the impact of choices.	<b>Witchcraft Through the Ages:</b> the effective interpretation of evidence; context and intentions.	<b>The Tempest (Shakespeare):</b> the effective interpretation of evidence; context and intentions.	<b>Of Mice and Men (Steinbeck):</b> analysing structure and whole text coherence; commenting on the impact of writer's choices.
Maths	Calculations involving standard form. Algebraic manipulation.	Simple and compound interest. Percentage profit and loss. Percentage change. Reverse percentages.	Probability scale and experimental probability. Simultaneous equations.	Graphical representation. Real life graphs.	Statistics: averages, data collection and representation. Data interpretation. Pythagoras.	Review standard form, indices and special numbers. Algebraic manipulation. Review ratio and proportion. Review fraction arithmetic.
Science	<b>B1</b> – Cell structure and transport <b>C1</b> – Atomic structure	<b>P1</b> – Conservation and dissipation of energy <b>B2</b> – Cell division <b>C2</b> – The periodic table	<b>P2</b> – Energy transfer by heating <b>B3</b> – Organisation of the digestive system	<b>P3</b> – Energy resources	<b>C3</b> – Structure and bonding	<b>B4</b> – Organising animals and plants
Geography	<b>Critical Geography and changing landscapes:</b> Conflict-investigating current affairs, looking at various stakeholders and opinions.	<b>Critical Geography and skills:</b> Conflict and the wild world physical processes, management of hazardous landscapes	<b>Landscape builders:</b> Wild world, physical processes, management of hazardous landscapes	<b>The wider world:</b> Africa Physical geography of the landscape, ecosystems, population, colonialism, settlement and issues	<b>People and the planet:</b> Ecosystems Interaction between physical geography and human, landscapes, adaptation and the impact human use has on ecosystems.	<b>Investigation in Geography:</b> Cold Environments-Iceland investigation Ecosystems, adaptation, landscapes, settlement in extreme environments, economic development in fragile environments.
History	<b>Slavery to Civil Rights</b> in the USA.	<b>Slavery to Civil Rights</b> in the USA. Causes of World War One.	<b>World War One:</b> Western Front and Home Front.	<b>Female Suffrage</b> in Britain. Twentieth Century <b>Dictatorships.</b>	<b>The Holocaust:</b> History of Anti-Semitism.	The causes of <b>World War Two.</b>
MFL French	<b>GCSE Unit 1:</b> Me , my family and friends. Relationships	<b>GCSE Unit 1:</b> Me, my family and friends. Relationships	<b>GCSE Unit 2:</b> Technology in everyday life	<b>GCSE Unit 2:</b> Technology in everyday life	<b>GCSE Unit 3:</b> Free time activities: media, food, shopping, sport	<b>GCSE Unit 3:</b> Free time activities: media, food, shopping, sport
MFL German	<b>GCSE Unit 1:</b> Me , my family and friends. Relationships	<b>GCSE Unit 1:</b> Me, my family and friends	<b>GCSE Unit 2:</b> Technology in everyday life	<b>GCSE Unit 2:</b> Technology in everyday life	<b>GCSE Unit 3:</b> Free time activities: media, food, shopping, sport	<b>GCSE Unit 3:</b> Free time activities: media, food, shopping, sport
Technology	<b>Product Design:</b> Timbers and joining methods; casting CAD/CAM; scales of production and mathematical modelling. <b>Textiles:</b> Creating hoodie using creative Textile techniques and machine sewing skills, learning how to follow a pattern, different finishing techniques. <b>Food:</b> Food Science and experimentals, focusing on a range of diets to adapt and enhance recipe ideas.					
Music	<b>Band skills:</b> performing a well-known song as a whole class, learning ensemble roles. Forming bands to create cover versions of suggested songs.		<b>Music in the Media:</b> performing and composing music for TV and games.	<b>Hooks and Riffs:</b> performing and composing, discovering how many of the best songs are made up of short repeating hooks and riff.	<b>Band and solo skills revisited:</b> students create bands and do versions of songs they have chosen, culminating in class performances and even some at the Summer concert. Some students may prefer to develop their solo performance skills.	

Drama	<b>Physical Comedy</b> - creating performance using specific genres of comedy such as farce, slapstick, mime.	<b>Physical Theatre</b> - focussing on use of body to create objects/props including puppetry. Recreating a fairytale using physical theatre.	<b>Fame and Reality</b> – using voice and movement to create recognisable celebrities, exploring the genre of reality TV.	<b>Warden X</b> - in depth character development through practical work, whole class performances and Teacher In Role.	<b>Missing Dan Nolan</b> – documentary drama and verbatim theatre, linking to BTEC Component 1 and 2 choices.	<b>Devising</b> - creating performances based on different stimulus, collaborative work using original ideas for performance, linking to Component 3 of BTEC.
Art	<b>Skateboard Design Project:</b> using a variety of techniques such as graffiti, tonal blending and Zentangle		<b>Self Portrait:</b> Portraiture using tonal pencil and paint, proportions of the face.	<b>Three lesson workshops:</b> Klee: Castle on the Hill Pop Art: Lichtenstein Cubism: Picasso and music		<b>Three lesson workshops:</b> Klee: The Grey of the Night Abstract: Jasper Johns
P.E	<b>Invasion Games:</b>			<b>Athletics:</b> <b>Rounders, cricket:</b> <b>Tennis:</b>		
P.D	<b>RE:</b> End of life, different beliefs around life after death.	<b>RE:</b> Good and Evil, how Christians explain the problem of evil with a benevolent God.	<b>Citizenship:</b> Money and Finance	<b>PSHE:</b> Mental Health and Well-Being	<b>PSHE:</b> SRE - LGBTQ relationships, STIs and how to protect against them, and the effects of pornography on relationships and mental and emotional health.	<b>RE:</b> Rites of Passage
IT	<b>Pre-production documents:</b> Analysis and design, research, collaboration, software skills.	<b>Graphics:</b> Software skills, analytical, design and evaluation.	<b>Sound editing:</b> Software skills, research, analytical, design and evaluation.	<b>Ethical and cultural issues:</b> Inquiry, analysis, debate	<b>HTML and website development:</b> Software skills, design and evaluation, programming constructs.	<b>Legal impact of using IT:</b> Research, inquiry, analysis, debate.



**Key Stage 3 (Years 7, 8, 9) Curriculum Implementation**

	<b>Subject</b>	<b>Implementation Year 7</b>	<b>Implementation Year 8</b>	<b>Implementation Year 9</b>
The Core	English	7 Periods/ fortnight Stranded	7 Periods/ fortnight Stranded	6 Periods/ fortnight Stranded
	Maths	7 Periods/ fortnight Sets	7 Periods/ fortnight Sets	7 Periods/ fortnight Sets
	Science	6 Periods/ fortnight Stranded	6 Periods/ fortnight Sets	6 Periods/ fortnight Sets
Humanities	History	3 Periods/ fortnight Mixed Ability	3 Periods/ fortnight Stranded	4 Periods/ fortnight Stranded
	Geography	3 Periods/ fortnight Mixed Ability	3 Periods/ fortnight Stranded	4 Periods/ fortnight Stranded
Modern Foreign Languages	French	3 Periods/ fortnight Stranded	3 Periods/ fortnight Stranded	Dual Lang: 6/fortnight Single: 4 French or German.
	German	3 Periods/ fortnight Stranded	3 Periods/ fortnight Stranded	
Expressive Arts	Art	2 Periods/ fortnight Mixed Ability	2 Periods/ fortnight Stranded	2 Periods/ fortnight Stranded
	Drama	2 Periods/ fortnight Mixed Ability	2 Periods/ fortnight Stranded	2 Periods/ fortnight Stranded
	Music	2 Periods/ fortnight Mixed Ability	2 Periods/ fortnight Stranded	2 Periods/ fortnight Stranded
Product Design	Product Design	3 Periods/ fortnight Mixed Ability	3 Periods/ fortnight Mixed Ability	3 Periods/fortnight Personalised: 2/3 subjects
	Food Technology			
	Textiles			
Digital Literacy	IT/ Computing	2 Periods/ fortnight Mixed Ability	2 Periods/ fortnight Stranded	2 Periods/ fortnight Stranded
Health and Wellbeing	PE	4 Periods/ fortnight Mixed Ability	4 Periods/ fortnight Mixed Ability	4 Periods/ fortnight Mixed Ability
	Personal Development	3 Periods/ fortnight Mixed Ability	3 Periods/ fortnight Mixed Ability	2 Periods/ fortnight Mixed Ability
	SMSC/ British Values	A tapestry curriculum woven into different aspects of the school day and curriculum, and mapped using a grid approach.		

Learning Skills	OBHS Habits	A bespoke curriculum integrated, tracked and delivered within subject Schemes of Learning.
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*See Curriculum maps for further detail regarding Intent and Implementation.*

**Definitions:**

Implementation: The number of periods per fortnight;

Population Design: How students are grouped;

Stranded: Broad groups based on prior attainment;

Sets: Narrow groups based on prior attainment;

Mixed Ability: A range of all prior attainment.

### Key Stage 4 (Year 10 and 11) Curriculum Content

	<b>Subject</b>	<b>Implementation Years 10 and 11</b>	<b>Qualification</b>
The Core	English Literature	4 Periods/ fortnight Stranded	AQA English Literature GCSE
	English Language	4 Periods/ fortnight Stranded	AQA English Language GCSE
	Maths	7 Periods/ fortnight Sets	AQA Maths (higher/ foundation tier) GCSE
	Science Trilogy (2 GCSEs)	9 Periods/ fortnight Sets	AQA Combined Science GCSE
	Single Science (3 GCSEs) Biology Chemistry Physics	3 Periods/ fortnight/ subject Sets	AQA Biology GCSE AQA Chemistry GCSE AQA Physics GCSE
<b>Option Subjects</b>			
Students select 4 Options from the qualifications below.			
<b>EBAC Subjects</b>			
Humanities (Guided Choice)	History	5 Periods/ fortnight Mixed ability	Pearson History GCSE
	Geography		AQA Geography GCSE
Modern Foreign Languages	French		AQA French GCSE
	German		AQA German GCSE
<b>Open Subjects</b>			
Expressive Arts	Art	5 Periods/ fortnight Mixed Ability	Pearson Art & Design GCSE
	Drama		Pearson Drama GCSE
	Music		Pearson Music GCSE
	Pearson Music Practice BTEC		
Product Design	Resistant Materials		AQA Design & Technology GCSE
	Food Technology		AQA Food Preparation & Nutrition GCSE
	Creative Craft		AQA Design & Technology – Textiles GCSE
Digital Literacy	iMedia		OCR iMedia Cambridge National Certificate
	Computing		Pearson Computer Science GCSE

Other	PE		Pearson Physical Education GCSE
	Sports Studies		OCR Sports Studies Cambridge National Certificate
	Business Studies		OCR Enterprise & Marketing Cambridge National Certificate
	Religious Studies		OCR Religious Studies GCSE
	Health and Social Care		AQA Health & Social Care L1/2 Award
	Asdan-Cope	5 Periods/ fortnight Guided choice	ASDAN Personal & Social Development L1 Certificate
<b>Non-examination</b>			
Health and Wellbeing	Core PE	4 Periods/ fortnight Mixed Ability	
	Personal Development	3 Periods/ fortnight Mixed Ability	
	SMSC/ British Values	A tapestry curriculum woven into different aspects of the school day and curriculum, and mapped using a grid approach.	
Learning Skills	OBHS Habits	A bespoke curriculum integrated, tracked and delivered within subject Schemes of Learning.	

Appendix 1- Curriculum Specification:

OBHS Curriculum Specification

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Specification	Criteria	How will we know?	How is this delivered
Have high success rates	Qualification	Progress data	Quality first teaching
Efficient	Cost effective	Sustainable	Control parameters
Diverse and rich	Breadth and depth	Experiential	Mixed delivery and content. Enriched with learning outside of the classroom
Fit for the 21c	Competencies framework	Habits of Minds, functional and life skills,	Thematic and specialist curricula delivery
Engaging and responsive to individuals	Personalised	Entitlement of access	Pathways and active choice
Prepare students with the skills for their next step	Relevant and reflective of the needs of local community	Progression into education and employment	'Tapestry curriculum'